

# **MARYLAND HIGHER EDUCATION COMMISSION**

## **EDUCATION POLICY COMMITTEE**

### **MEETING AGENDA**

**Time:** 10:00 A.M.

**Date:** Wednesday, October 9, 2002

**Place:** MARYLAND HIGHER  
EDUCATION COMMISSION  
Commission Meeting Room  
839 Bestgate Road, Suite 400  
Annapolis, Maryland 21401

**MARYLAND HIGHER EDUCATION COMMISSION**

**John J. Oliver, Jr., Chairman**

**Joann Boughman**

**Dorothy Dixon Chaney**

**Edward O. Clarke, Jr.**

**Anne Osborn Emery**

**George S. Malouf, Jr.**

**Benjamin F. Mason**

**Emmett Paige, Jr.**

**Tawan Perry**

**Donald J. Slowinski, Sr.**

**Richard P. Streett, Jr.**

**Mario VillaSanta**

**Karen R. Johnson, J.D.**  
**Secretary of Higher Education**

**MARYLAND HIGHER EDUCATION COMMISSION  
EDUCATION POLICY COMMITTEE**

**Anne Osborn Emery, Chair**

**Dorothy Dixon Chaney**

**Edward O. Clarke, Jr.**

**Emmett Paige, Jr.**

**Mario VillaSanta**

**John A. Sabatini, Jr.  
Assistant Secretary for Planning and Academic Affairs**



**MARYLAND HIGHER EDUCATION COMMISSION  
EDUCATION POLICY COMMITTEE  
MEETING AGENDA**

<b>TIME:</b>	<b>10:00 A.M.</b>	<b>PLACE:</b>	<b>Commission Room</b>
	<b>Wednesday</b>		<b>839 Bestgate Road, Suite 400</b>
	<b>October 9, 2002</b>		<b>Annapolis, Maryland 21401</b>

	<u>Page</u>	<u>Action Item</u>
<b>Call to Order</b>		
<b>Approval of August 7, 2002 Minutes .....</b>	<b>1</b>	<b>*</b>
<b>Low-Productivity Degree Program Report 2002.....</b>	<b>7</b>	<b>*</b>
<b>Technical Revisions of Regulations on Distance Education ....</b>	<b>9</b>	<b>*</b>
<b>Revisions to Regulations, Policies and Procedures for Private Career Schools .....</b>	<b>13</b>	<b>*</b>

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## **MINUTES**

### **EDUCATION POLICY COMMITTEE MARYLAND HIGHER EDUCATION COMMISSION Annapolis, Maryland**

**August 7, 2002**

#### **Members Present**

**Anne Osborn Emery  
Dorothy Dixon Chaney  
Edward O. Clarke, Jr.**

#### **Staff Present**

<b>Karen R. Johnson</b>	<b>Anne Budowski</b>	<b>Andrea Hunt</b>
<b>John A. Sabatini, Jr.</b>	<b>Janice Doyle</b>	<b>Linda West</b>
<b>Michael J. Kiphart</b>	<b>Michael Keller</b>	<b>Laura Filipp</b>
		<b>Rose Potter</b>

#### **CALL TO ORDER**

Commissioner Emery called the meeting to order at 10:15 a.m.

#### **APPROVAL OF MINUTES**

The minutes from the March 13, 2002 meeting were approved.

#### **Revision to Program Approval Process and Low-Productivity Programs for USM Institutions**

Dr. John A. Sabatini, Jr. reported that in the 2002 legislative session, the Maryland General Assembly passed HB 731/SB 85 for the purpose of extending for a two-year period, until June 30, 2004; certain provisions relating to procedures for the approval of new programs at constituent institutions of the University System of Maryland (USM); and requiring presidents of institutions to take a certain action and/or provide a certain explanation on low-productivity programs.

Dr. Sabatini said the law took effect July 1, 2002 and affects all program submissions after that date. The law requires that an institution's governing board, in consultation with the Maryland Higher Education Commission (Commission) develop means: (1) for verifying that a new academic program meets quality criteria programs; (2) for verifying that new academic programs can be implemented within existing institutional resources; and (3) for submitting an action plan or justification for maintaining the programs identified as low-productivity.

Dr. Sabatini reported that with regard to low-productivity programs, HB 731/SB 85 also states:

“If the Commission notifies a president of an institution under paragraph (2) of this subsection, within 60 days the president of the institution shall provide to the Commission in writing:

- (I) an action plan to abolish or modify the program; or
- (II) justification for the continuation of the program.”

The Commission therefore recommended that the Chancellor of USM receive for distribution to the institutions informal notice of the low-productivity program list as soon as it is available. The Commission also recommended that the official list, which includes a request for response, be distributed approximately 55 days prior to the July meeting of the USM Board of Regents.

Commission staff provided assurances that the major effect of the proposed changes regarding low-productivity programs would be to institute the 60-day timeframe for submitting an institutional response requesting discontinuation, exemption, or other action on the programs question.

A motion to approve the recommendation was made and seconded. The motion was unanimously approved and carried.

### **2002 Minority Achievement Report**

Ms. Laura Filipp stated that the Maryland performance accountability process gives public higher education institutions responsibility for monitoring minority achievement, but campuses have agreed to provide the Commission with progress reports every three years. This year’s Minority Achievement Report provides an update on the progress that public 2-year and 4-year institutions are making in the recruitment, retention, and graduation of minority students; and, for the community colleges, in the recruitment and retention of minority faculty and executive/managerial staff as well.

Commission staff have evaluated the progress institutions have made toward minority achievement benchmarks and have also included brief reports from each institution describing the programs they have initiated to improve performance on these indicators.

The main area of notable progress is in the enrollment of African Americans at the community colleges. All community colleges have achieved at least 80% of their 2004 benchmarks. However, in terms of other measures such as retention and graduation rates, there remains much work to be done on the part of both 2-year and 4-year colleges and universities.



In their reports, all institutions stated their commitment to improving minority achievement, and all listed many activities. But only a handful described programs targeting minority students that proved successful in terms of measurable results. For example, four schools presented data showing that minority students participating in a particular intervention program achieved higher retention rates than minority students not in the program. For each school it was a different program, but, as the data presented by these institutions show, these programs were successful. This kind of data-driven evaluation identifies programs that work.

Commissioner Emery asked how does this report relate to the Partnership Agreement the State of Maryland entered into with the Office for Civil Rights (OCR) and how does this report relate generally to the update of the State Plan for Postsecondary Education? Dr. Sabatini responded that this report is directly related to the OCR Partnership Agreement, and that the OCR report speaks to a number of major commitments: strengthening recruitment and admissions of African American students; strengthening retention and graduation for African American students with a commitment to monitor and evaluate the effectiveness of these programs; and improving diversity by identifying best practices and evaluating recruitment procedures for faculty and staff; improving and expanding 2+2 Partnerships to improve articulation and the transition from 2-year to 4-year institutions. The Update of the State Plan also builds on these commitments and describes the progress made to date and the priorities and areas of emphasis to be developed over the next two years. The plan speaks to an increasing diverse population and the commitment necessary to provide adequately and appropriately for these students, faculty, and staff.

Commissioner Emery stated that in general, this Minority Achievement Report appears to be saying that the State of Maryland has made some progress in diversity (with respect to students, faculty and staff), however, it is equally clear that much more needs to be done. Commissioner Emery asked how do we know the effectiveness of the programs identified in the report, and how do we ascertain the quality of these initiatives based on the amount of funds invested by the institutions? The staff responded that this is precisely the recommendation, that the Commission staff work cooperatively with the campuses to develop effective programs.

Commissioner Emery stated that the State has proudly endorsed the Associated Arts in Teaching (AAT) degree program with an expectation that the AAT would also help minority students entering into the teaching profession. She asked has the AAT program been proven an effective strategy in this regard? In response, the Commission staff stated that work is done regularly with the 2-year and 4-year institutions in the implementation of the elementary education component and in the design and implementation of secondary education. Information from community college presidents indicate that this is not working smoothly and students are not being afforded the opportunity of a seamless transfer. Specific information is being gathered campus by campus that will be shared with the 4-year campuses.

Commissioners Clarke and Emery requested that the Secretary correspond directly with William (Brit) E. Kirwan, Chancellor, USM, on this matter. Secretary Johnson indicated that she has a meeting scheduled with Chancellor Kirwan to discuss the concerns brought to her attention by community college presidents on the AAT. In addition, Commissioner Emery asked that the staff provide the Education Policy Committee with a status report on the AAT at its October 9<sup>th</sup> meeting.

Commissioner Emery stated that the report indicates that campus reports are filed with the Commission every three years. Given the current status of our progress, Commissioner Emery suggested that campuses work in cooperation with the Commission and present an action plan within 12 months. She further added that three years is much too long to wait to ascertain progress particularly in light of Maryland's obligations to OCR. Such an action plan should be developed cooperatively with the segments and campuses, should identify the most successful programs, and should review specific progress made to include revisions to benchmarks, if appropriate. Commissioner Clarke recommended these reports be received prior to the submission of campus budget requests.

Mr. Michael Bowden, Assistant Vice Chancellor, USM, indicated that Commission staff would be given the opportunity to review USM campus plans recently submitted on minority achievement.

A motion to approve the recommendation, with an amendment, was made and seconded. The motion was unanimously approved and carried.

**Proposed Revision to COMAR Section 13B.02.03.33**  
**Bachelor of Technical or Professional Studies**

Dr. Michael J. Kiphart reported that the Bachelor of Technical or Professional Studies (BTPS) provides community college students with transfer and baccalaureate degree opportunities that did not exist prior to this program. Institutions have indicated that a major barrier to the development of more BTPS degree programs has been the twelve credit hour internship requirement. Dr. Kiphart said the institutions have requested that the minimum twelve credit hour internship requirement be reduced to a minimum three credit hour internship requirement.

A motion to approve the recommendation was made and seconded. The motion was unanimously approved and carried.

**Proposed Revision to the Community College Regulations**  
**COMAR Section 13B.07.02.02 Definitions and**  
**Section 13B.07.02.03 Student Residency Policy**

Dr. Kiphart reported that the Maryland Council of Community College Chief Executive Officers of the Maryland Association of Community Colleges has requested that Code of Maryland Regulations (COMAR) include the use of electronic signatures as well as

written signatures in COMAR 13B.07.02.03 Student Residency Policy. He also said the inclusion of electronic signatures will serve the same purpose of written signatures and accommodate the increased use of on-line processes and procedures in place or under development at all public two-year colleges.

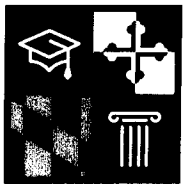
Mr. Clarke asked Dr. Kiphart if the State's Attorney General assigned to the Commission had reviewed the proposed changes. Dr. Kiphart indicated that the changes had been reviewed by the State's Attorney General and had come forward following that review. Mr. Clarke expressed concern that the use of electronic signatures may be more open to misuse than requiring written signatures. Ms. Maureen David indicated to Mr. Clarke that she would discuss the issue with Mr. Pace McConkie regarding the review.

A motion to approve the recommendation was made and seconded. The motion was unanimously approved and carried.

### **Adjournment**

Commissioner Emery called for a motion to adjourn; it was seconded and approved. The meeting adjourned at 11:30 a.m.





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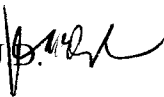
John J. Oliver, Jr.  
Chairman

Karen R. Johnson  
Secretary of Higher Education

## MEMORANDUM

DATE: October 8, 2002

TO: Education Policy Committee

FROM: Karen R. Johnson, JES  STAFF: Michael J. Kiphart, Ph.D.

SUBJECT: Low-Productivity Degree Program Report 2002

The criteria for determining programs to be identified as having low degree production were modified by the Commission for the *Low-Productivity Degree Program Report 2000*. The *Low-Productivity Degree Program Report 2002*, provided under separate cover, is the third report using the new criteria and procedures. The Report 2002 provides a list of academic degree programs that have been identified as low producing based on a single criterion of degree production. Campuses were asked to review identified programs, determine their continued viability, and report back to the Commission. Institutions may have elected to use exemption categories to maintain a program if sufficient justification could be provided.

Last year, the *Low-Productivity Degree Program Report 2001* identified 39 programs, 20 at public community colleges and 19 at public four-year colleges and universities. In 2001, community colleges requested that 5 programs be discontinued, 8 programs were recommended for exemption, and 7 programs were to be maintained and enhanced by the institution. The public four-year colleges and universities requested that 0 programs be discontinued, 9 be granted exemptions, and 10 be maintained and enhanced.

In this Report 2002, 34 programs were identified, 19 at public community colleges and 15 at public four-year colleges and universities. The number of programs identified for this Report was similar in number to that identified last year. Of the 19 programs identified this year for the community colleges, the institutions requested that 6 be discontinued, 7 were recommended for exemption, and 6 were to be maintained and enhanced. The four-year institutions recommended 6 programs for exemption and 9 were to be maintained and enhanced or changed to improve enrollment.

**RECOMMENDATION:** It is recommended that the Education Policy Committee recommend to the Maryland Higher Education Commission approval of the program discontinuances, program exemptions, and program extensions presented in the *Low-Productivity Degree Program Report 2002*.

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Chairman

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Secretary of Higher Education

## MEMORANDUM

DATE: October 9, 2002

TO: Education Policy Committee

FROM: Karen R. Johnson, J. [Signature]

STAFF: Dr. John A. Sabatini, Jr.  
Dr. David E. Sumler

SUBJECT: Technical Revisions of Regulations on Distance Education

During the adoption of regulations concerning the approval process for institutions offering programs by distance education in the mid-1990s, differing definitions of “direct instruction” and of “distance education” were adopted for in-state institutions and out-of-state institutions. The proposed changes will revise the wording of the regulations for out-of-state institutions to make it compatible with the regulations with in-state institutions. Furthermore, the wording of the regulations for out-of-state institutions is clarified to emphasize that the regulations do not apply to out-of-state institutions delivering online over the Internet to the home and workplace and not having a physical presence in Maryland.

**RECOMMENDATION: It is recommended that the Education Policy Committee recommend to the Maryland Higher Education Commission approval of the revised regulations.**

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Minimum Requirements for In-state Degree-granting Institutions	Minimum Requirements for Out-of-State Institutions Operating in Maryland
<p><b>Minimum Requirements</b></p> <p><b>.02 Definitions.</b></p> <p>A. In this chapter, the following terms have the meanings indicated.</p> <p>B. Terms Defined.</p> <p>*****</p> <p>(8) Direct Instruction.</p> <p>(a) "Direct instruction" means synchronous or asynchronous instruction for academic credit that allows regular interaction between student and instructor, such as lectures, laboratory instruction, seminars, colloquia, interactive instructional television, delayed video, online instruction, and, if regular interaction is available with an instructor, independent study.</p> <p>(b) "Direct instruction" does not include instruction through correspondence, credit for prior learning, cooperative education activities, practica, internships, externships, apprenticeships, portfolio review, departmental examinations, or challenge examinations.</p> <p>*****</p> <p>(21) "Program offered by telecommunications instruction" means:</p> <p>(a) More than 1/3 of the required coursework in a major field of study leading to any undergraduate or graduate degree or graduate certificate delivered via telecommunications instruction to sites other than the primary campus of the sponsoring institution; or</p> <p>(b) Coursework delivered via telecommunications instruction that is advertised as leading to an undergraduate or graduate degree or to a graduate certificate at a location other than the primary campus of the sponsoring institution.</p>	<p><b>Out-of-State Institutions</b></p> <p><b>.02 Definitions.</b></p> <p>A. In this chapter, the following terms have the meanings indicated.</p> <p>B. Terms Defined.</p> <p>*****</p> <p>(5) Direct Classroom Instruction.</p> <p>(a) "Direct classroom instruction" means <del>live instruction</del> synchronous or asynchronous instruction for academic credit that allows <del>immediate</del> regular interaction between student and instructor, such as lectures, laboratory instruction, seminars, colloquia, interactive instructional television, <del>delayed video</del>, online instruction, and, if <del>immediate live feedback</del> regular interaction is available from an instructor, independent study, and computer-aided instruction.</p> <p>(b) "Direct classroom instruction" does not include instruction through correspondence, <del>non-interactive learning</del>, credit for prior learning, cooperative education activities, practica, internships, externships, apprenticeships, portfolio review, departmental examinations, or challenge examinations.</p> <p>(6) "Distance education" means course work for academic credit delivered by telecommunicated instruction to a physical space specifically reserved for the purpose of receiving the instruction (as in a teleclassroom) and requires the payment of tuition or fees for the instruction. <b>For the purposes of these regulations,</b> Distance education does not include telecommunicated instruction received in a student's home or at a personal computer at the workplace.</p> <p>*****</p>





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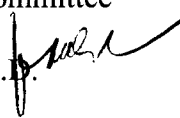
John J. Oliver, Jr.  
Chairman

Karen R. Johnson  
Secretary of Higher Education

## MEMORANDUM

DATE: October 9, 2002

TO: Education Policy Committee

FROM: Karen R. Johnson, J.D.  STAFF: Judy Hendrickson

SUBJECT: Revisions to Regulations, Policies and Procedures for Private Career Schools

Attached are proposed amendments to Section 13B.01.01 of the Code of Maryland Regulations governing private career schools and the *Policies and Procedures for Maryland Private Career Schools*. These changes are designed to strengthen financial protections provided students in the event of a private career school closure and limit the liability of unearned tuition. Recent precipitous school closures necessitated these changes. Also proposed is a change pertaining to unapproved providers of computer training.

1. Enrollment in Multiple Programs: Provided in Attachment 1 is a proposed regulation that will prohibit private career schools from enrolling students in a series of programs. This enrollment practice enables schools to collect excessive amounts of unearned tuition from students. When these schools close, problems are compounded by the fact that students are left having paid thousands of dollars for multiple programs they were unable to complete or, in many instances, even start. The proposed regulation prohibits schools from enrolling and collecting tuition and fees from a student for multiple programs.
2. Financial Guarantees for New Schools: Attached are proposed amendments to the section on *Financial Guarantees* contained in the *Policies and Procedures for Maryland Private Career Schools* (Attachment 2). A change is proposed to increase from 2 years to 5 years the period a new private career school must maintain a financial guarantee. Studies in Maryland and other states show that private career schools most often close in their initial 5 years. Of particular concern in Maryland is the sharp increase in the number of new computer schools (from 8 to 30 schools), instability within the overall technology industry, and a recent rise in computer school closures. In the past 18 months, 4 of the 5 precipitous closures have been computer schools. Additional protection will be provided students by extending the period that new schools are required to maintain financial guarantees.

In addition, a change is proposed to the amount of the required financial guarantee for new schools. The financial guarantee for schools that collect student tuition in multiple installments remains unchanged. These schools may choose whether to provide either: (1) a financial guarantee to cover 100% of the tuition liability of its students or (2) a financial

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statement and a financial guarantee sufficient to cover 50% of the tuition liability of its students. The proposed change is for schools that do not collect tuition in multiple payments. These schools will be required to post a financial guarantee in an amount sufficient to cover 100% of the tuition liability of its students. In the event of a school closure, a 50% financial guarantee is insufficient to cover the tuition liability of schools that collect full tuition up front from or on behalf of students.

3. **Unapproved Training Providers:** In January 2000, the Secretary of Higher Education approached the Commission, the Technology Council of Maryland, and other key stakeholders about a change related to applicants seeking initial approval to operate computer schools. Because of the enormous unmet demand for skilled IT workers, it was proposed that, for a limited time, unapproved providers of computer training would not be required to cease and desist operation provided they immediately took certain actions. They were required to submit a complete application for approval and protect the tuition of their students by providing a financial guarantee and a \$1,000 payment to the Guaranty Student Tuition Fund. With 30 computer schools now approved to operate in Maryland, it is time to once again strictly enforce the requirement that training providers cease and desist until they obtain approval to operate a private career school.

Effective immediately, unapproved training providers that have not submitted applications for approval and the required financial protections will be ordered to cease and desist in accordance with Sections 11-107 and 11-202 of the Annotated Code of Maryland. Training providers that have submitted the application, financial guarantee, and \$1,000 payment will be notified that they will have a maximum of six (6) months to obtain approval. If after six months, no approval is granted, these applicants will be ordered to cease and desist upon completing the training of current students.

**RECOMMENDATION:** It is recommended that the Education Policy Committee recommend to the Maryland Higher Education Commission approval of the proposed amendments to the regulations, policies and procedures for private career schools.

**13B.01.01.12 Tuition, Fees, Enrollment Contracts, Refunds.**

- A. A school shall publish in its catalog its schedule of tuition and fees and methods of payment. The school may not deviate from its published tuition and fees and methods of payments.
- B. A school shall furnish a student with information regarding the cost of the necessary books, supplies, and materials. The school shall indicate clearly these costs and any extra fees which are in addition to tuition. The books, supplies, and other materials that the student purchases become the property of the student.
- C. Forms for enrollment contracts, bona fide loans, and payment plans for student charges shall be sent to the Secretary for approval at least 60 days before their use. The Secretary shall make every effort to expedite approval in a minimum time period. Each student shall receive a completed copy of the enrollment contract signed by the student, the student's legal guardian if the student is under 18 years old, and an official of the school. The student shall also receive any other documents pertaining to the student's commitment to enroll.
- D. An enrollment contract shall specify all terms and conditions relating to the entire length and total cost of the program as well as other information the Secretary may require.
- E. A student's total program shall be established and fixed in the enrollment contract at the time of initial enrollment. Enrollment contracts may be extended or modified only with the written consent of both the student and the school. A SCHOOL IS PROHIBITED FROM ENROLLING AND/OR CHARGING A STUDENT FOR MULTIPLE PROGRAMS WITHOUT APPROVAL FROM THE SECRETARY.
- F. If a school provides placement services, these services shall be free of charge to students and graduates. This requirement may be waived only after written justification has been submitted to and approved by the Secretary.
- G. The registration, application, or enrollment fee charged may not exceed cumulatively 10 percent of the total contract price of a course or program, or \$150, whichever is less. Other mandatory fees charged shall be requested by a school and approved by the Secretary before implementation.
- H. A school may not charge a withdrawal fee.
- I. If a school closes or discontinues a course or program, the school shall refund to each currently enrolled student monies paid by the student for tuition and fees and monies for which the student is liable for tuition and fees.
- J. With the approval of the Secretary, a school which closes or discontinues a course or program, instead of refunding monies to a student, may arrange for that student to complete his or her educational program at another approved school offering a similar program. It is the student's option to receive the refund or to accept the transfer to another school.
- K. Seven-Day Cancellation Period.
  - (1) All fees paid by a student shall be refunded if the student chooses not to enroll in or to withdraw from a school within 7 calendar days after having signed a contract. If the student chooses not to enroll after the 7-day cancellation period, but before the first day of instruction, the school may retain the application fee or registration fee, or both. After the 7-day cancellation period, the refund policy given in [L] M(1) of this regulation shall be followed.

(2) The availability of a 7-day cancellation period shall be published in the catalog, on the school's application forms, and in the enrollment contract.

L. If after the 7-day cancellation period expires, a student withdraws after instruction begins, refunds shall be based on the total contract price for the course or program and shall include all fees, except the registration, application, or enrollment fee and any charges for materials, supplies, or books which have been purchased by, and are the property of, the student.

M. Minimum Refund.

(1) The minimum refund that a school shall pay a student who withdraws or is terminated after the 7-day cancellation period has expired and after instruction has begun, is as follows:

Proportion of Total Course or Program Taught by Date of Withdrawal	Tuition Refund
Less than 10%	90 % Refund
10% up to but not including 20%	80% Refund
20% up to but not including 30%	60% Refund
30% up to but not including 40%	40% Refund
40% up to but not including 50%	20% Refund
More than 50%	No Refund

(2) A refund due a student shall be based on the date of withdrawal or termination and paid within 60 days from the date of withdrawal or termination.

(3) In the case of an official leave of absence, if a student fails to return to training by the end of the leave of absence, a refund due a student shall be based on the date of withdrawal or termination and paid within 60 days of the scheduled last day of the leave of absence.

N. A school's refund policy shall conform to these regulations.

O. A school's approved refund policy shall be disclosed on the school's student enrollment contract, on application forms, and in the catalog.

P. A school shall maintain documentation to verify that a refund has been made.

## **II. FINANCIAL GUARANTEES**

### **A. Statutory Authority:**

**Education Article, Section 11-203, Annotated Code of Maryland** empowers the Maryland Higher Education Commission to require financial guarantees of institutions of higher education, including private career schools. **Education Article, Section 11-203 (a-c) of the Annotated Code** states:

*(a) **May be required.** - The Commission may require any institution of postsecondary education that is required to obtain a certificate of approval to furnish a performance bond or other form of financial guarantee to the State conditioned that the institution will:*

*(1) **Perform faithfully all agreements or contracts it makes with its students; and***

*(2) **Comply with this article.***

*(b) **Form and amount.** - Any bond required under this section shall be in the form and amount the Secretary requires.*

*(c) **Liability of surety; payment.***

*(1) **The total liability of a surety on a bond under this section may not exceed the amount of the bond.***

*(2) **If the total amount of claims filed against a bond exceeds the amount of the bond, the surety shall pay the amount of the bond to the Secretary for distribution to the claimants.***

This requirement applies to private career schools seeking initial approval, change of ownership, or renewal of approval, as well as those operating with a certificate of approval.

### **B. Financial Guarantee for a New School:**

The requirement of a financial guarantee for schools seeking initial approval to operate is referenced in the **Code of Maryland Regulations, Section 13B.01.01.04B(6)(b)**. It states:

***The Secretary may require a school to forward a financial guarantee in the form of a renewable performance bond or an irrevocable letter of credit. The bond or letter of credit shall be in an amount and under terms and conditions determined by the Secretary, and it shall be made payable to the Secretary of Higher Education. The completed bond or letter of credit is to be forwarded to the Secretary of Higher Education.***

Prior to approval, a proposed school will be required to obtain a financial guarantee as specified by the Secretary. The school will maintain the guarantee in this form for a period of at least [two] FIVE years unless notified otherwise by the Secretary.

A new school [applicant] may choose to provide either OF THE FOLLOWING TWO OPTIONS, IF THE SCHOOL COLLECTS TUITION IN MULTIPLE INSTALLMENTS FROM OR ON BEHALF OF ITS STUDENTS:<sup>1</sup>

1. Financial guarantee in an amount sufficient to cover 100% of the tuition liability of the school in accordance with the Code of Maryland Regulations, Section 13B.01.01.04B(12);  
or
2. A financial statement required by the Code of Maryland Regulations, Sections 13B.01.01.04B(2)(b) and 13B.01.01.04B(11); and

A financial guarantee in an amount sufficient to cover 50% of the tuition liability of the school, unless the Secretary determines that financial conditions warrant a greater amount.

A NEW SCHOOL THAT DOES NOT COLLECT TUITION IN MULTIPLE INSTALLMENTS FROM OR ON BEHALF OF ITS STUDENTS MUST PROVIDE A FINANCIAL GUARANTEE IN AN AMOUNT SUFFICIENT TO COVER 100% OF THE TUITION LIABILITY OF THE SCHOOL.

The projected tuition liability will be determined by the following two-step calculation:

**Step one:** Multiply the cost of tuition by the maximum approved student enrollment. This maximum enrollment will be based upon the applicant's projected enrollment for the school, not to exceed the capacity of the school's facilities, equipment, and staffing, and upon the school's bonding capability.

**Step two:** Multiply the total tuition derived from step one by 100%, 50%, or a percentage specified by the Secretary. This figure represents the projected tuition liability.

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<sup>1</sup> Section 13B.01.01.04B(2) of the Code of Maryland Regulations states:

(2) *In addition to documents required by the application form, the application shall include the following items:*

(a) *A detailed and accurate description of the school's proposed program or programs and operation of the school;*  
(b) *A financial statement described in B(11) of this regulation or a financial guarantee described in B(12) of this regulation;*

Section 13B.01.01.04B(11) of the Code of Maryland Regulations states:

(11) *A financial statement under B(2)(b) of this regulation shall:*  
(a) *Be reviewed by a certified public accountant;*  
(b) *Demonstrate that the applicant has adequate resources and assets to protect the interest of students to be enrolled;*  
(c) *Contain comparative financial data for the previous 3 fiscal years, when available; and*  
(d) *Be certified as true and correct by a responsible official on behalf of the applicant.*

Section 13B.01.01.04B(12) of the Code of Maryland Regulations states:

(12) *A financial guarantee under B(2)(b) of this regulation shall be in the form of a bond or letter of credit that is sufficient to cover the full tuition liability of the school. The bond or letter of credit shall be in the amount and under the terms and conditions determined by the Secretary, and made payable to the Secretary of Higher Education.*



Example: The projected tuition liability for a new school with a maximum student enrollment of 50 and tuition of \$2,000 will be calculated as follows:

$$(50 \text{ students} \times \$2,000 \text{ tuition}) \times 100\% = \$100,000$$

or

$$(50 \text{ students} \times \$2,000 \text{ tuition}) \times 50\% = \$50,000$$

The school may not exceed the maximum student enrollment covered by the financial guarantee. However, the school may request approval from the Commission to increase the maximum student enrollment which may result in an increase in the financial guarantee.

At the conclusion of the [two-year] FIVE-YEAR period, the school's financial condition and requirement for a financial guarantee will be determined based on the criteria for approved schools. This criteria is identified in the following Subsection C.

**C. Financial Guarantee for an Approved School:**

**Section 13B.01.01.04C(6) of Code of Maryland Regulations states:**

*The Secretary may require a school to forward a financial guarantee in the form of a performance bond or an irrevocable letter of credit if, at the time of renewal of authority to operate or during the period of a school's operation, the Secretary determines the financial condition of the school warrants this action. The bond or letter of credit shall be in an amount and under terms and conditions determined by the Secretary, and made payable to the Secretary of Higher Education. The completed bond or letter of credit is to be forwarded to the Secretary of Higher Education. Failure to obtain a required bond or letter of credit shall result in a denial of the school's renewal of approval to operate.*

Thus, the Secretary may impose the requirement of a financial guarantee upon operating private career schools if financial conditions warrant.

The Secretary will evaluate on an annual basis the operation of the school and determine whether the institution complies with the minimum financial standards set forth in the Code of Maryland Regulations (COMAR). **Sections 13B.01.01.17A-D of COMAR** require schools to operate in accordance with sound principles of financial management and maintain financial resources adequate for the satisfactory conduct of the school. Schools will be measured for the satisfactory conduct of the school. Schools will be measured against these general principles as well as the standards identified later in this Subsection. Approved private career schools will submit to the Commission financial statements, audited or reviewed by a Certified Public Accountant. These statements and other financial information, including external accounting reports on individual schools and their parent corporations, will be evaluated against criteria identified below to determine whether financial conditions warrant the imposition of a financial guarantee. Both the school and, if applicable, its parent corporation will be required to meet the minimum standards including the following:

1. Operate at a profit. Income must exceed expenditures for the two most recent years.
2. Have a positive net worth and maintain at least a 1:1 ratio of current assets to current liabilities.

3. Satisfy the following requirements, if the institution is accredited and participates in Title IV Federal Financial Aid:
  - a) The institution must maintain its eligibility to participate in Title IV Federal Financial Aid Programs.
  - b) The institution must meet the standards, including those pertaining to student loan default, required to maintain the school's current eligibility to participate in Title IV Federal Financial Aid Programs and to avoid suspension or withdrawal of eligibility for the Title IV Programs.

Failure to demonstrate adequate financial resources by meeting minimum standards, including those previously stated, may require the school to obtain a financial guarantee sufficient to protect the tuition of students enrolled in the school. The Secretary will notify the school of the amount, form, and time frame within which the guarantee must be obtained. Current forms which a school may use to obtain a letter of credit or bond appear as **Appendices 1 and 2** respectively.

The following principles underlie the policies outlined below:

- An approved school electing to discontinue its operation is strongly encouraged to teach-out (complete the training for which they contracted) all current students.
- If the school is unable or unwilling to teach-out all students, the financial guarantee will be used at the discretion of the student for: (1) a viable teach-out arrangement approved by the Commission, or (2) a full tuition refund.

Therefore, the amount of the financial guarantee for approved schools will be determined by the Secretary based upon relevant factors, including but not limited to: The cost of a Commission approved teach-out to complete the training of enrolled students. This amount will be determined from an analysis of the school's actual costs for faculty and administrative salaries, lease agreements, and other items essential to the education and training of students. Such factors as advertising, recruiting, travel, and other items not directly related to an actual teach-out will be excluded.

Under no circumstances will the amount of the guarantee exceed projected tuition liability as calculated by multiplying the cost of tuition by the actual total student enrollment by a factor of 30%.

Once imposed, the school will be required to obtain the financial guarantee as specified by the Secretary. The school will maintain it in this form unless notified otherwise by the Secretary. The school may not exceed the maximum student enrollment covered by the financial guarantee.

The Secretary will periodically review the school's financial conditions and student enrollment to determine whether changes to the financial guarantee are required. The school will be notified if changes are warranted.

The school may request approval to increase the maximum student enrollment, which may result in an increase in the financial guarantee.

**D. Financial Guarantee for a Change of Ownership:**

The requirement of a financial guarantee for schools seeking approval for a change of ownership is referenced in the **Code of Maryland Regulations, Section 13B.01.01.04D(5)**. It states:

*The Secretary may require the prospective owner of a school to forward a financial guarantee in the form of a performance bond or an irrevocable letter of credit. The bond or letter of credit shall be in an amount and under terms and conditions determined by the Secretary and made payable to the Secretary of Higher Education. The completed bond or letter of credit is to be forwarded to the Secretary of Higher Education.*

Schools seeking approval for a change of ownership will be regarded as existing schools for the purpose of determining whether a financial guarantee is required and in what amount. If warranted, the acquisition of the guarantee will be required prior to Commission approval of the ownership change.

The policies and procedures outlined in the previous Subsection C, Financial Guarantee for Approved Schools, will apply in the case of a change of ownership with the following caveat: The financial statements of both the buyer and the seller be evaluated to determine the appropriate amount of the guarantee, if warranted.

**E. Financial Guarantee for Additional Facilities of an Approved School:**

The requirements of a financial guarantee for additional facilities operated under the same ownership and corporation and offering the same programs as an approved school in good standing in Maryland are the same as the policies and procedures outlined in the previous Subsection C, Financial Guarantee for an Approved School. Additionally, the Secretary will take into consideration the financial backing of the school, the school's business plan, and the recommendations by the Commission's accounting firm.



**MARYLAND HIGHER EDUCATION COMMISSION  
MEETING DATES 2002-2003**

<b>2002</b>			
<b>August</b>	Education Policy	10:00 a.m.	Wednesday – August 7
	Finance Policy	1:30 p.m.	Thursday – August 8
<b>September</b>	Finance Policy	9:00 am - 2:30 p.m.	Thursday – September 19
	Commission Meeting	1:00 p.m.	Wednesday – September 25
<b>October</b>	Education Policy	10:00 a.m.	Wednesday – October 9
	Governor's Higher Education Conference	8:00 am - 4:00 p.m.	Tuesday – October 15 Stamp Student Union University of Maryland, College Park
	Finance Policy	3:00 p.m.	Thursday – October 30
<b>November</b>	Commission Meeting	1:00 p.m.	Wednesday – November 13
<b>December</b>	Commission Retreat	8:00-5:00	Wednesday – December 11
<b>2003</b>			
<b>January</b>	Education Policy	10:00 a.m.	Wednesday – January 15
<b>February</b>	Commission Meeting	1:00 p.m.	Wednesday – February 19
<b>March</b>	Education Policy	10:00 a.m.	Wednesday – March 12
	Finance Policy	1:30 p.m.	Thursday – March 13
<b>April</b>	Commission Meeting	1:00 p.m.	Wednesday – April 23
<b>May</b>	Education Policy	10:00 a.m.	Wednesday – May 7
	Finance Policy	1:30 p.m.	Thursday – May 8
	Commission Retreat	8:00-5:00	Wednesday – May 21
<b>June</b>	Commission Meeting	1:00 p.m.	Wednesday – June 18

**All Commission, Education Policy, and Finance Policy meetings will be held at:  
839 Bestgate Road, Suite 400  
Annapolis MD 21401  
[www.mhec.state.md.us](http://www.mhec.state.md.us)**

# **Low-Productivity Degree Program**

## **Report 2002**

**October 2002**

**MARYLAND HIGHER EDUCATION COMMISSION**

John J. Oliver, Jr., Chairman

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Dorothy Dixon Chaney

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Anne Osborn Emery

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Mario VillaSanta

Karen R. Johnson, J.D.  
Secretary of Higher Education

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## **Low-Productivity Degree Program Report 2002**

**October 2002**

The Low-Productivity Degree Program Report 2002 is the third report using the policies and procedures adopted in 1999. The Report provides a list of academic degree programs that have been identified as low producing based on a single criterion of degree production. The programs are identified by the Maryland Higher Education Commission and forwarded to the public colleges and universities for response. Campuses are asked to review the identified programs to determine the continued viability of these programs, and report back to the Commission. Institutions may elect to use six exemption categories to maintain a program if sufficient justification can be provided. An institution may also exempt five low-producing liberal arts programs at the associate or baccalaureate levels.

Last year the Low-Productivity Degree Program Report 2001 identified 39 programs, 20 at public community colleges and 19 at public four-year colleges and universities. In 2001, community colleges requested that 5 programs be discontinued, 8 programs were recommended for exemption, and 7 programs were to be maintained and reviewed or improved in the coming year. The public four-year colleges and universities requested that 0 programs be discontinued, 9 be granted exemptions, and 10 be maintained and reviewed in the coming year.

In this Report 2002, 34 programs were identified, 19 at public community colleges and 15 at public four-year colleges and universities. The number of programs identified in 2002 is very similar to the number identified in 2001. In 2000, the first year using the new procedures, 168 programs, 81 at public community colleges and 87 at public four-year colleges and universities were identified. A number of these programs were granted exemptions (108) or were discontinued (31) in 2000 and therefore did not appear in the 2001 report and are not eligible for identification for the 2002 report.

Of the 19 programs identified this year for the community colleges, the institutions requested that 6 be discontinued, 7 were recommended for exemption, and 6 were to be maintained and reviewed again next year. The four-year institutions recommended 6 programs for exemption and 9 were to be maintained and reviewed in the coming year. Six of the programs to be maintained at the University of Maryland Eastern Shore are education related programs that are currently being reviewed in the context of the Teacher Education Redesign. No programs were recommended for discontinuation by the four-year institutions for 2002.

The Report 2002 is presented in two sections. The first section contains background material and a list of the programs identified and the recommended action for each program. The second section contains, in their entirety, each individual college and university response to the programs identified in this report.

## **Background**

Senate Bill 682, enacted during the 1999 legislative session of the Maryland General Assembly, required that the Maryland Higher Education Commission and the governing boards of the public institutions of higher education jointly develop a definition and accepted criteria for determining low-productivity programs. Consistent with this mandate, representatives of the public sector of higher education and the Commission jointly crafted a definition of what constituted low productivity programs and the criteria for identifying them.

The overarching philosophy, from the perspective of the Commission and the public colleges and universities, is that institutions of higher education are accountable to the taxpaying citizens of Maryland for an efficient and effective system of higher education. Concomitantly, college and universities need to continually re-examine their curricular offerings to determine program currency in the marketplace. One important measure of this assessment is through the examination of degree production over time.

## **Evaluation Criteria**

A single criterion, degree production, was selected as the most appropriate method for determining low productivity. Commission staff identifies low-producing programs by compiling a three-year history of degrees conferred and identifies all degree programs that fall below the following parameters:

**Associate degree programs** must graduate five (5) students in the most recently reported year or a total of fifteen (15) students in the last three years.

**Baccalaureate degree programs** must graduate five (5) students in the most recently reported year or a total of fifteen (15) students in the last three years.

**Masters degree programs** must graduate two (2) students in the most recently reported year or a total of six (6) students in the last three years.

**Doctoral degree programs** must graduate one (1) student in the most recently reported year or a total of three (3) students in the last three years.

## **Exemption Categories**

**Liberal Arts Exemption:** Each institution may request the exemption of five (5) low-demand liberal arts degree programs at the associate or baccalaureate degree level. The liberal arts exemption privilege is intended to address an institutional need to offer certain degree programs with low demand that are central to the institution's role and mission. Once identified by an institution, a degree program carries this designation until the governing board acts to remove it or supplants it with a new degree program.

In addition to the quantitative assessment based on degree production and the five institutional liberal arts program exceptions allowed to each institution, the Commission and public Colleges and Universities recognized six other exemption criteria categories that demonstrate program need and

contribution to the institution and to the State of Maryland. The criteria for these potential exemptions include:

**Access:** This criterion requires an institution to demonstrate that other existing degree programs or educational delivery systems cannot meet the enrolled students' needs.

**Appropriate Duplication:** A comparative analysis that highlights the way a program serves a distinct group of students or fulfills a distinctly different set of program goals shall substantiate this factor.

**Centrality to Mission:** Based on compelling evidence, an institution may request an exemption from the governing board and the Commission that a degree program is critical to an institution fulfilling its approved mission. Assuming no change in mission, satisfying this criterion would exempt the program from further examination and review.

**Contribution to Economic Development:** As a result of its reputation, a degree program may attract external funds to the institution and/or state. A three-year cost-benefit analysis comparing program costs to external funds or other financial analysis shall document this factor.

**Cost Factors:** There may be course offerings which do not result in any additional costs to the institution. Examples of this are Master's degree programs which are in fact subsets of existing doctoral programs. In this situation, the Master's degree is infrequently awarded, and when awarded, it is conferred only on students who, for a variety of reasons, do not complete the requirements for the doctorate. Under this scenario, students are not recruited nor admitted into a Master's degree program, but typically are interested in, and apply for admission into, a doctoral degree program.

Other examples of programs with little or no costs to the campus are "Interdisciplinary" and "Multi-disciplinary" programs. In these situations, the coursework for the major or degree program is drawn exclusively from existing coursework so there are no additional costs to the college or university to offer these majors. Documentation from college catalogs and other official campus publications and announcements shall substantiate this factor.

**Quality of Graduates:** An institution would be expected to provide follow-up data from recent graduates showing career paths pursued in order to satisfy the governing board and the Commission that this exemption is justified.

### **Commission Identification of Degree Programs for Examination**

The Commission will notify the governing boards of low-demand academic degree programs. Low demand is defined by as those programs that fail to meet the minimum degree production standards specified under the **Evaluation Criteria** section of this report. The group of degree programs will consist of those degree programs that are recognized in the Commission's active inventory of degree programs.

In February of each year, Commission staff will notify the governing boards of all degree programs that fail to meet the criteria specified in the evaluation criteria. Governing boards should discontinue degree programs that fail to meet the graduation criteria over a three-year period, unless compelling evidence exists that the program should continue. The exemption categories are presented in the **Evaluation Criteria** section of this report.

### **Governing Board Examination**

The governing board shall examine the low-demand programs that have been identified as being below the specified productivity criteria over a three-year period. In keeping with the Commission's policy that allows institutions to maintain a minimum number of liberal arts degree programs without regard to degree production standards, each institution may exempt five low-demand associate or baccalaureate degree programs from discontinuance. The Commission intends for the liberal arts exemption privilege to address an institutional need to offer certain degree programs with low demand that are central to the institution's role and mission. This exemption applies only to associate and baccalaureate degree programs, and excludes any degree program that did not graduate at least one student in each of the past three years.

To invoke this exemption privilege, a governing board shall designate up to five associate or baccalaureate degree programs that are central to its role and mission. A degree program carries this designation until the governing board acts to remove it or supplants it with a new degree program. By July 1<sup>st</sup> of each year, the governing board shall identify to the Commission the low-demand degree programs it discontinued and those that it did not. If the governing board chooses not to discontinue a low-demand program, it shall provide the Commission with a summary of its position and the documentation that supports its position as specified in the **Evaluation Criteria** section of this report.

### **Commission Examination and Action**

The Commission will review the low-demand degree programs that the governing board did not discontinue. It will not review the associate and baccalaureate degree programs the governing board designated under the exemption privilege.

For the programs not discontinued or exempted, the Commission staff will examine them within the context of the State Plan, the Maryland Charter, Commission policies, and the governing board rationale. Commission staff may request additional information from the governing board staff during the program evaluation.

Recommendations on programs to be maintained and on program discontinuances will be presented to the Education Policy Committee and to the full Commission. Governing Board members representing the degree programs under Commission review will have an opportunity to testify during the discussion.

# Identified Degree Programs Summary Table for 2002 Report

## **The Number of Degree Programs Identified for the Three-year Period Ending in 2001**

<u>Institution</u>	<u>Associate</u>	
Allegany College of Maryland	1	
Anne Arundel Community College	1	
Baltimore City Community College	1	
Carroll Community College	0	
Cecil Community College	1	
Chesapeake College	2	
College of Southern Maryland	0	
Community College of Baltimore County	3	
Frederick Community College	2	
Garrett College	0	
Hagerstown Community College	1	
Harford Community College	0	
Howard Community College	3	
Montgomery College	3	
Prince George's Community College	1	
Wor-Wic Community College	<u>0</u>	
<b>Subtotal</b>	<b>19</b>	<b><u>19</u></b>

<u>Institution</u>	<u>Bachelor</u>	<u>Master</u>	<u>Doctorate</u>	<u>Subtotal</u>
Bowie State University	0	0	0	0
Coppin State College	0	0	0	0
Frostburg State University	0	0	0	0
Salisbury University	0	0	0	0
Towson University	0	0	0	0
University of Baltimore	0	0	0	0
University of Maryland, Baltimore	0	0	1	1
University of Maryland Baltimore County	0	0	1	1
University of Maryland, College Park	1	2	0	3
University of Maryland Eastern Shore	6	0	1	7
Morgan State University	0	2	0	2
St. Mary's College of Maryland	<u>1</u>	<u>0</u>	<u>0</u>	<u>1</u>
<b>Subtotal</b>	<b>8</b>	<b>4</b>	<b>3</b>	<b>15</b>
<b>Total Programs Identified</b>				<b>34</b>
				<b>=====</b>

## Recommended Action Summary Table

<u>Institution</u>	<u>Number of Programs Identified</u>	<u>Recommended to be Discontinued</u>	<u>Recommended for Exemption</u>	<u>Other</u>
Allegany College of Maryland	1	1	0	0
Anne Arundel Community College	1	0	0	1
Baltimore City Community College	1	0	0	1
Carroll Community College	0	0	0	0
Cecil Community College	1	0	0	1
Chesapeake College	2	0	0	2
College of Southern Maryland	0	0	0	0
Community College of Baltimore County	3	1	2	0
Frederick Community College	2	1	0	1
Garrett College	0	0	0	0
Hagerstown Community College	1	1	0	0
Harford Community College	0	0	0	0
Howard Community College	3	0	3	0
Montgomery College	3	1	2	0
Prince George's Community College	1	1	0	0
Wor-Wic Community College	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
<b>Subtotal</b>	<b>19</b>	<b>6</b>	<b>7</b>	<b>6</b>
<u>Institution</u>				
Bowie State University	0	0	0	0
Coppin State College	0	0	0	0
Frostburg State University	0	0	0	0
Salisbury University	0	0	0	0
Towson University	0	0	0	0
University of Baltimore	0	0	0	0
University of Maryland, Baltimore	1	0	1	0
University of Maryland Baltimore County	1	0	1	0
University of Maryland, College Park	3	0	2	1
University of Maryland Eastern Shore	7	0	1	6
Morgan State University	2	0	0	2
St. Mary's College of Maryland	<u>1</u>	<u>0</u>	<u>1</u>	<u>0</u>
<b>Subtotal</b>	<b>15</b>	<b>0</b>	<b>6</b>	<b>9</b>
<b>Total</b>	<b>34</b>	<b>6</b>	<b>13</b>	<b>15</b>
	=====	=====	=====	=====

Maryland Community Colleges

**Allegany College of Maryland**

PROGRAMS WITH LOW DEGREE PRODUCTION

PROGRAMS	1999	2000	2001	Recommended Action
ASSOCIATE				
531101 ELECTROMECHANICAL TECH				<u>Discontinuation</u>
Enrollment	2	2	0	
Degrees/Awards	5	0	0	



## Anne Arundel Community College

### PROGRAMS WITH LOW DEGREE PRODUCTION

PROGRAMS	1999	2000	2001	Recommended Action
ASSOCIATE				
521601 HUMAN SERVICES	<u>Program to be Maintained due to Increasing Enrollment</u>			
Enrollment	97	88	98	
Degrees/Awards	4	3	2	

## Baltimore City Community College

### PROGRAMS WITH LOW DEGREE PRODUCTION

PROGRAMS	1999	2000	2001	Recommended Action
ASSOCIATE				
540401 DIETETIC TECH				<u>Program to be Maintained and Enhanced</u>
Enrollment	24	17	24	
Degrees/Awards	4	6	0	

## Cecil Community College

### PROGRAMS WITH LOW DEGREE PRODUCTION

<u>PROGRAMS</u>	<u>1999</u>	<u>2000</u>	<u>2001</u>	<u>Recommended Action</u>
ASSOCIATE				
531001 ELECTRONICS TECHNOLOGY	<u>Program to be Maintained Currently Under Review</u>			
Enrollment	16	10	12	
Degrees/Awards	7	5	2	

## Chesapeake College

### PROGRAMS WITH LOW DEGREE PRODUCTION

PROGRAMS	1999	2000	2001	Recommended Action
ASSOCIATE				
498001      COMPUTER SCIENCE TRANSFER				<u>Program to be Maintained and Revised</u>
Enrollment	21	18	9	
Degrees/Awards	0	0	1	
559901      PARALEGAL STUDIES				<u>Program to be Maintained and Revised</u>
Enrollment	45	39	35	
Degrees/Awards	5	3	4	

## Community Colleges of Baltimore County

### PROGRAMS WITH LOW DEGREE PRODUCTION

PROGRAMS	1999	2000	2001	Recommended Action
ASSOCIATE				
529909 RADIATION THERAPY STATEWIDE				<u>Access Exemption</u>
Enrollment	4	8	10	
Degrees/Awards	6	3	2	
531701 CONSTRUCTION TECH STATEWIDE				<u>Cost Factors Exemption</u>
Enrollment	15	72	37	
Degrees/Awards	6	5	2	
550701 FIRE PROTECTION TECH				<u>Discontinuation</u>
Enrollment	8	31	18	
Degrees/Awards	2	7	4	

## Frederick Community College

### PROGRAMS WITH LOW DEGREE PRODUCTION

<u>PROGRAMS</u>	<u>1999</u>	<u>2000</u>	<u>2001</u>	<u>Recommended Action</u>
ASSOCIATE				
500501 OFFICE TECHNOLOGY	<u>Program to be Maintained and Reviewed Next Year</u>			
Enrollment	40	25	4	
Degrees/Awards	8	3	0	
550602 PARK OPERATION & MGMT STATEWIDE				<u>Discontinuation</u>
Enrollment	19	14	4	
Degrees/Awards	4	3	2	

## Hagerstown Community College

### PROGRAMS WITH LOW DEGREE PRODUCTION

PROGRAMS	1999	2000	2001	Recommended Action
ASSOCIATE				
500501 OFFICE TECHNOLOGY				
Enrollment	18	20	11	
Degrees/Awards	7	3	1	

## Howard Community College

### PROGRAMS WITH LOW DEGREE PRODUCTION

PROGRAMS	1999	2000	2001	Recommended Action
ASSOCIATE				
498001     COMPUTER SCIENCE TRANSFER				<u>Centrality to Mission Exemption</u>
Enrollment	294	356	362	
Degrees/Awards	7	3	4	
530301     COMPUTER AIDED DESIGN TECH				<u>Centrality to Mission Exemption</u>
Enrollment	34	31	43	
Degrees/Awards	5	1	4	
539902     BIOMEDICAL ENGINEERING STATEWIDE				<u>Centrality to Mission Exemption</u>
Enrollment	19	10	13	
Degrees/Awards	4	3	0	



# Montgomery College

## PROGRAMS WITH LOW DEGREE PRODUCTION

PROGRAMS	1999	2000	2001	Recommended Action
ASSOCIATE				
531001 ELECTRONICS				<u>Discontinuation</u>
Enrollment	67	74	41	
Degrees/Awards	5	1	3	
550701 FIRE SCIENCE STATEWIDE				<u>Centrality to Mission Exemption</u>
Enrollment	34	26	19	
Degrees/Awards	5	5	2	
550802 APPLIED GEOGRAPHY				<u>Centrality to Mission Exemption</u>
Enrollment	20	25	24	
Degrees/Awards	5	2	0	

## Prince George's Community College

### PROGRAMS WITH LOW DEGREE PRODUCTION

PROGRAMS	1999	2000	2001	Recommended Action
ASSOCIATE				
530301 DRAFTING TECH				<u>Discontinuation</u>
Enrollment	64	61	54	
Degrees/Awards	4	2	3	

## University System of Maryland Institutions

### University of Maryland, Baltimore

#### PROGRAMS WITH LOW DEGREE PRODUCTION

<u>PROGRAMS</u>	<u>1999</u>	<u>2000</u>	<u>2001</u>	<u>Recommended Action</u>
DOCTORAL				
120511 ORAL PATHOLOGY-DENTAL PROGRAM				<u>Centrality to Mission Exemption</u>
Enrollment	1	1	1	
Degrees/Awards	1	0	0	

## University of Maryland Baltimore County

### PROGRAMS WITH LOW DEGREE PRODUCTION

PROGRAMS	1999	2000	2001	Recommended Action
DOCTORAL				
041401 BIOCHEMISTRY (W/UMAB)				<u>Centrality to Mission Exemption</u>
Enrollment	3	7	7	
Degrees/Awards	2	0	0	

# University of Maryland, College Park

## PROGRAMS WITH LOW DEGREE PRODUCTION

PROGRAMS	1999	2000	2001	Recommended Action
BACHELORS				
110100 ROMANCE LANGUAGES				<u>Cost Factors Exemption</u>
Enrollment	13	17	18	
Degrees/Awards	5	5	2	
MASTERS				
100800 DANCE	<u>Approved in 1989, but First Students Enrolled in 1999</u>			
Enrollment	4	6	11	
Degrees/Awards	0	0	0	
169901 LIBRARY SCIENCE/HISTORY (MLS/MA)				<u>Cost Factors Exemption</u>
Enrollment	16	19	19	
Degrees/Awards	0	0	0	

# University of Maryland Eastern Shore

## PROGRAMS WITH LOW DEGREE PRODUCTION

PROGRAMS	1999	2000	2001	Recommended Action
BACHELORS				
080304 ENGLISH EDUCATION	<u>Awaiting MHEC Decision Regarding Program Restructuring</u>			
Enrollment	24	21	17	
Degrees/Awards	9	0	2	
080307 SOCIAL SCIENCE EDUCATION	<u>Awaiting MHEC Decision Regarding Program Restructuring</u>			
Enrollment	22	18	15	
Degrees/Awards	0	4	1	
080310 BIOLOGICAL EDUCATION	<u>Awaiting MHEC Decision Regarding Program Restructuring</u>			
Enrollment	174	10	9	
Degrees/Awards	1	2	0	
080311 CHEMISTRY EDUCATION	<u>Awaiting MHEC Decision Regarding Program Restructuring</u>			
Enrollment	0	0	0	
Degrees/Awards	0	0	0	
083300 MATHEMATICS EDUCATION	<u>Awaiting MHEC Decision Regarding Program Restructuring</u>			
Enrollment	6	4	5	
Degrees/Awards	1	1	0	
089901 AGRICULTURE EDUCATION	<u>Awaiting MHEC Decision Regarding Program Restructuring</u>			
Enrollment	4	4	5	
Degrees/Awards	1	0	2	
DOCTORAL				
041800 MARINE-ESTUARINE-ENV SC (W/UMAB, UMBC, UMC)	<u>Access Exemption</u>			
Enrollment	6	8	4	
Degrees/Awards	1	1	0	

## Morgan State University

### PROGRAMS WITH LOW DEGREE PRODUCTION

PROGRAMS	1999	2000	2001	Recommended Action
MASTERS				
080312 TEACHING (MAT)				
Enrollment	2	11	10	
Degrees/Awards	1	2	0	
221000 INTERNATIONAL STUDIES				
Enrollment	15	16	10	
Degrees/Awards	1	1	0	

## St. Mary's College of Maryland

### PROGRAMS WITH LOW DEGREE PRODUCTION

PROGRAMS	1999	2000	2001	Recommended Action
BACHELORS				
110100 FOREIGN LANGUAGE				<u>Centrality to Mission Exemption</u>
Enrollment	9	9	8	
Degrees/Awards	3	6	4	





## **Individual Institutional Responses**

The following section of the Report contains the individual institutional responses to the Low-Productivity Degree Program Report 2002 submitted to the Maryland Higher Education Commission.



# **Allegany College of Maryland**

**2002 Response**

**regarding**

**Low-Productivity Degree Programs**





April 24, 2002

Dr. Michael J. Kiphart  
Senior Education Policy Analyst  
Maryland Higher Education Commission  
16 Francis Street  
Annapolis, MD 21401-1781

Dear Dr. Kiphart:

Please find enclosed a copy of the 2002 Low-Productivity Degree Program Report for Allegany College. Only one program (Electromechanical Technology) was identified by the Commission as exhibiting low productivity. This program was cancelled in 1998 and coursework was phased out the following year.

If you need any additional information, please contact me at telephone (301) 784-5207 or e-mail [trephann@allegany.edu](mailto:trephann@allegany.edu). Thank you.

Sincerely,

A handwritten signature in dark ink, appearing to read "Terry Rephann", is located below the word "Sincerely,".

Terry Rephann  
Director of Institutional Research

Enclosure

cc: Dr. Karen R. Johnson, Secretary of Higher Education  
Dr. Gene Hall, Vice President of Instructional Affairs

**ALLEGANY COLLEGE LOW PRODUCTIVITY PROGRAM REPORT**  
**ELECTROMECHANICAL TECHNOLOGY PROGRAM**

This low enrollment program has been discontinued.

# **Anne Arundel Community College**

**2002 Response**

**regarding**

**Low-Productivity Degree Programs**





# Anne Arundel Community College

101 College Parkway Arnold, Maryland 21012-1895 (410) 647-7100



Martha A. Smith, Ph.D.  
President  
410-777-2222  
Fax 410-777-2245

June 3, 2002

The Honorable Karen Johnson, J.D.  
Secretary  
The Maryland Higher Education Commission  
839 Bestgate Road  
Suite 400  
Annapolis, MD 21401-3013

Dear Secretary Johnson:

On behalf of the Department of Human Services at Anne Arundel Community College, I am pleased to submit the **productivity report** that you requested for our **Human Services Associate of Applied Science** degree program.

I will be more than willing to answer any questions or respond to any comments that you may have about the attached report that was prepared by the chair of our Human Services Department.

Sincerely,

A handwritten signature in black ink, appearing to read "Martha A. Smith", is written over a large, stylized, cursive flourish.

Martha A. Smith, Ph.D.  
President

CC: ✓ Dr. John Sabatini, Assistant Secretary for Academic Affairs, MHEC  
Dr. Andrew L. Meyer, Vice President for Learning  
Professor Kathleen Happ, Acting Dean of the School for Health, Wellness and Physical Education  
Elizabeth Appel, Chair of the Human Services Department  
Dawit Teklu, Director of Planning, Research and Institutional Assessment  
Trish Casey-Whiteman, Dean for Learning Advancement

Maryland Higher Education Commission  
Low-Productivity Degree Program Report 2002  
Anne Arundel Community College Response

Academic Department: Human Services, Anne Arundel Community College  
Date Prepared: May 3, 2002  
Prepared By: Elizabeth Appel  
Chair, Human Services Department

**1. What is the relationship of this program to the mission and planning priorities and instructional program emphasis of the college?**

College Mission Statement:

*Provide credit courses and associate degree programs to prepare students to transfer to four-year colleges and universities.*

*Provide courses and certificate and associate degree programs to enable students to gain employment, to retrain for new career fields, or to upgrade current career skills.*

According to a recent student survey of Human Services students (February 2002), over ninety percent plan to transfer to a four-year institution in a social work program particularly, UMBC School of Social Work. Many students transfer prior to completing all credits required to earn an A.A.S. Degree. In addition, some students are advised to change degrees to general studies for transferability.

The Human Services Program has added two program options in the past two years. A Certificate in Gerontology Human Services Option began in the fall 2001, and an A.A.S. Human Service Degree Law and Social Practice Option will begin in Fall 2002.

**2. What factors account for the decrease in enrolments and awards in this program?**

Enrollments have increased dramatically during the past two years as demonstrated in the table below. Some factors accounting for the increase are curriculum updates to include materials relevant to the workplace, marketing the program, and developing contract credit courses through community partnerships.

## Enrollment Table

### **HUMAN SERVICES DEPARTMENT: Spring 2002**

	<b>Fall 1999</b>	<b>Spring 2000</b>	<b>Fall 2000</b>	<b>Spring 2001</b>	<b>Fall 2001</b>	<b>Spring 2002</b>
<b>FTE</b>	6.8	6.7	11.5	11.9	17.10	21.4
<b>Sections Running per Semester</b>	10	8	11	11	12	20
<b>Students in Clinical Placements</b>	28	16	27	40	31	67

Low graduation rates may be related to the following factors:

- Students who are employed usually take fewer than 15 credits and are thus unable to complete all requirements in a two-year period.
- In order to obtain maximum flexibility in course selection, students with a goal of transfer sometimes choose to graduate with the General Studies A.A. degree with a concentration in Human Services.
- Students in career programs may be preparing for a new job in a health and human services field or seeking to upgrade skills needed for their current job. In either case, students frequently are employed full-time and attending college on a part-time basis in the evening and may require five or more years to complete degree requirements, thus limiting the number of students who receive a degree in any one year.

**3. What evidence is available to demonstrate there is a need for this program at your institution?**

Based on student surveys as recent as February 2002, the following graduations are intended:

<u>Spring 2002</u>	<u>Fall 2002</u>	<u>Spring 2003</u>	<u>Fall 2003</u>	<u>Spring 2004</u>	<u>Two-year Total</u>
8	6	4	7	5	30

A total of 19 students intend to transfer to the UMBC School of Social Work, one to the University of Baltimore Human Services Administration, and one to Bowie State School of Social Work with the remaining students undecided.

The United States Bureau of Labor Statistics had advised that employment of human services workers is expected to increase by over 36% through the year 2008. The human services field continues to be a growing occupation within the health services offering an array of professional options to students. During the past three years, over 50% of Anne Arundel Community College human services students were offered employment through their clinical internships while completing their A.A.S. Degree.

# **Baltimore City Community College**

**2002 Response**

**regarding**

**Low-Productivity Degree Programs**



## **SPECIAL NOTE**

**The original letter from Baltimore City Community College was not received in time to include with this initial report. A draft version sent by e-mail to the Maryland Higher Education Commission has been placed into the report. These two pages will be replaced with the original letter from Baltimore City Community College when received.**





MARYLAND HIGHER EDUCATION COMMISSION  
DEGREE PROGRAMS WITH LOW PRODUCTIVITY  
2002

BALTIMORE CITY COMMUNITY COLLEGE

New strategies are being explored with the College marketing committee to include the Dietetic Technician program with those being highlighted by the College's marketing committee for increased advertisement. Of particular note is the fact that Baltimore City Public Schools cafeteria workers are now required to have a two-year degree for promotion. Moreover, students who complete all the graduation requirements frequently do not apply for graduation because they meet job course requirements.

Proactive steps to improve the graduation rate include the rescheduling of program offerings through distant learning options in the Ball Atlantic classroom and collaboration with Prince Georges Community College. The College now provides incentives to faculty to engage in the development of online course options.

The Dietetic Technician program (M082) shares course content requirements with the new Hospitality Management program. The co-enrollments permit more course sections to run than in the past. Currently, AH 116, required by the State, is offered as both credit and non-credit. The content material is the same. In both programs a certificate for passing the National Examination given by the National Restaurant Associate is currently accepted for AH116. Information regarding the benefits of an AAS degree will be included. In addition, the Hospitality Management program also incorporates courses from the program, DNT113, 114, 123, and 233.

The College is undergoing major renovations. Included in the plan is a new kitchen that will accommodate the needs of the Dietetic program.

The college is proud to report that the American Dietetic Association has awarded Adrienne Walker, a last year dietetic technician student, the 2002 ADA Foundation Scholarship for Dietetic Technician Students. The amount is \$2000. This may be the first time a BCCC-DTN student has received a national scholarship. Adrienne also received the Maryland Dietetic Association Dietetic Technician Scholarship.

BCCC continues to support this Dietetic Technician, program as it meets workforce and student needs.



# **Cecil Community College**

**2002 Response**

**regarding**

**Low-Productivity Degree Programs**





C E C I L  
COMMUNITY  
COLLEGE

July 26, 2002

Dr. Michael J. Kiphart  
Maryland Higher Education Commission  
839 Bestgate Road, Suite 400  
Annapolis, MD 21401-3013

Dear Dr. Kiphart:

Attached is Cecil Community College's response to the Low-Productivity Degree Program Report 2002 for our Electronics Technology degree program.

Sincerely,

Thomas E. Topping, Ed.D.  
Dean of Academic Programs

Low Productivity Degree Program Report 2002  
Cecil Community College

Cecil Community College is not able to demonstrate program need or contribution to the institution and to the state of Maryland for the Electronics Technology Degree Program based on the six exemption categories recognized by the Maryland Higher Education Commission and public Colleges and Universities. Cecil Community College, through its internal program evaluation processes, has also identified the Electronics Technology degree program as a program at risk for continuation. Cecil Community College is considering options that will phase out the existing degree program in Electronics Technology and develop a new degree program that includes laser technology, wireless networking technology and geographic information systems (GIS) technology.

# **Chesapeake College**

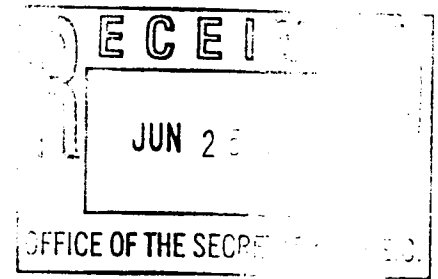
**2002 Response**

**regarding**

**Low-Productivity Degree Programs**







June 20, 2002

Dr. Karen R. Johnson  
Secretary of Higher Education  
Maryland Higher Education Commission  
839 Bestgate Road, Suite 400  
Annapolis, MD 21401-1781

Dear Dr. Johnson:

In accordance with your request of March 6, 2002, I am submitting Chesapeake College's response to the Low Productivity Degree Program Report for 2002. Two of our programs have been identified as generating low productivity, computer science transfer and paralegal studies.

In recent years, the College's computer science program has been offered through a cooperative agreement with Howard and Anne Arundel Community Colleges because of the limited audience within our service region. This year, based on national trend data and the statewide review of computer science, we discontinued that agreement, revamped the program, and initiated articulation agreements with local four-year institutions. In addition, computer science has been identified as a possible baccalaureate program to be offered through the Higher Education Center being constructed on Chesapeake's campus. We feel that these changes and transfer options will make this a viable program for our service region and request continuation of the program.

The paralegal studies program is also undergoing revision in order to meet the needs of a primarily part-time, employed, adult population. We believe that these changes will better serve the population and request continuation of this program as well.

I hope that the information we have provided is adequate to address concerns relating to low productivity programs. If you have any questions or require additional information, please do not hesitate to call me.

Sincerely,

Maurice B. Hickey  
Vice President for Academic Services

**CHESAPEAKE COLLEGE**  
Wye Mills, MD 21679

**Low Productivity Program Review:  
Computer Science Transfer and Paralegal Studies**  
June 2002

The Low productivity Report from MHEC, dated March 6, 2002, lists two programs for review of low productivity – Computer Science Transfer and Paralegal Studies. An analysis of the current status of these program follows:

**Computer Science:**

The Computer Science (CSC) Transfer program has undergone a review of the program and transfer options available for our students. The program had been offered through a cooperative agreement with Anne Arundel and Howard Community colleges to assure accessibility to this program for students of our region when it was evident that enrollment was not sufficient to support an independent program. However, national, state and local data, including the state-wide review for CSC that was completed in 1999, indicates that Computer Science is one of the areas of critical need and as such is experiencing increased demand for program options.

To respond to this need, the college hired a full time faculty member in FY'01 to revise our CSC program and assist in the development of articulation agreements with four-year institutions in the field of CSC. Additionally, the CSC program was targeted as one of the programs for inclusion in the newly approved Higher Education Center that is being built on the college's campus to offer bachelors degrees to students of the Upper Shore region. After the revision of the curriculum was completed in FY'01 for implementation in FY'02, initial articulation agreements in CSC are being finalized with Salisbury University, University of Maryland Eastern Shore, and Washington College. This will allow graduates from the college's CSC program to seamlessly transition to any of these upper level programs and gain advanced standing through articulated credit for courses they have completed at Chesapeake College. Thus students' time to completion for the bachelor's degree will be decreased and they can move on to employment or graduate work in the field of computer science more quickly.

Based on the statewide review of Computer Science programs conducted in 1999, and the overall industry demand seen at the national, state and local level it is clear that this program can be a very viable program that now has more transfer options to offer our students. Once the articulation agreements are finalized and the students can benefit from the revised curricula offerings that will seamlessly transfer to upper level institutions program enrollment should increase substantially. It is anticipated that many students will choose to transfer to the institution's CSC program that will be represented on-site at the higher education center once the building project has been completed at the end of the summer and accessibility to a bachelor's degree in CSC will be more readily available.

The college plans to market the revised CSC curriculum and the newly developed articulation agreements to attract more students to the program. This process has begun with the college's department members actively working with area high school (HS) programs to ensure that HS curriculum is in line with transitioning into the college curriculum and assisting HS faculty and guidance counselors in promoting computer options available at the college. Additionally promotional materials have been developed to help make students and professionals in the region aware of the CSC program changes that have been implemented and the positive impact they are having on transfer opportunities available to potential students.

Consequently, the college feels the CSC program, as it has been revised, is now positioned to become one of the region's distinct programs that will provide students access to a transfer program designed to smoothly transition from secondary to associates and on to the baccalaureate level of education through a sequence of seamless courses which will earn the student articulated credit and hasten their time to completion. Additionally, for the first time, this will be able to be accomplished all within the service region if a student chooses to take advantage of the CSC program that will be offered at the newly created higher education center. The Computer Science Transfer program will meet local, state, and national demand for students in this field and will be monitored to see if the revised program and transfer options will be as widely accepted as is anticipated.

### **Paralegal Studies:**

The low productivity data presented for years 1999 through 2001 indicates an average enrollment of 40 students with an average of 4 students receiving degrees per year. The majority of students enrolled in the Paralegal Studies (PLG) program are part time with many taking a single course per semester. These students, while in the pipeline, are not part of a cohort and therefore take longer to reach completion. Recent analysis of the students enrolled in the program indicates that over 98% are also working full time while engaged in the PLG program. In light of this information, the program is being revised to enhance access to the program by developing a number of the program courses as Internet based courses. It is believed that this will more efficiently meet the needs of a predominately part time, employed student populous. The College's goal is to offer the Paralegal Studies Certificate program entirely on-line.

To this end, the college has begun offering some continuing education courses on-line in areas pertaining to material that can be incorporated into the PLG program. The faculty and administrators charged with oversight of the PLG program are working collaboratively with the continuing education personnel to develop ways to assess work done in continuing education that relates to the PLG program competencies required and offer students credit for continuing education courses previously taken. Additionally, the college has developed a new experiential learning strategy that will incorporate the use of portfolio assessment to award credit to experiential learning received through work experience. It is thought that this strategy will be a very attractive option for students who are already employed in the field at some level and are looking for advancement through the completion of their PLG degree. These strategies, coupled with the continued development of on-line PLG courses that can be taken as part of the program should result in greater accessibility to the program for the adult, part-time student population

who are employed in the field that seem to be the main constituent for this program in our region.

Further, as part of the review process, model Paralegal Studies programs have been examined to determine possible curriculum changes that will be discussed with the program's Advisory Board at their upcoming meeting in Fall '02. It is anticipated that the recommended curriculum changes, coupled with the new efforts to increase accessibility to the program will result in increased enrollment for the program. Consequently, it is clear that the program still meets a local employment need and has stable enrollment that will be enhanced by recent efforts to increase accessibility and revise curriculum as part of the on-going review process. The Paralegal Studies program continues to be viable and should be retained.

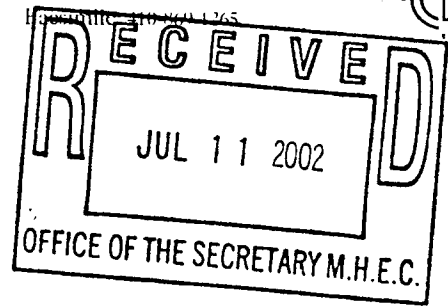
# **Community College of Baltimore County**

**2002 Response**

**regarding**

**Low-Productivity Degree Programs**





July 9, 2002

Karen R. Johnson, J.D.  
Secretary of Higher Education  
Maryland Higher Education Commission  
839 Bestgate Road, Suite 400  
Annapolis, MD 21401-3013

Dear Ms. Johnson:

The Board of Trustees of The Community College of Baltimore County at its June 19, 2002, meeting approved the following actions for the low enrolled programs listed below:

1. Fire Protection Technology (HEGIS # 5507.XX ) – discontinue
2. Radiation Therapy (HEGIS # 5299.09)– continue with exempt status
3. Construction Technology (HEGIS # 5317.01)– continue with exempt status

Attached are the summary rationales for each of the programs. Please let me know if you need additional supporting materials.

Thank you for your consideration of the above Board Actions. I look forward to your favorable response.

Sincerely,

Henry F. Luck, Ed.D.  
Vice Chancellor for Learning and Student Development

HFL:plp

Attachments





# THE COMMUNITY COLLEGE OF BALTIMORE COUNTY

## MHEC LOW PRODUCTIVITY REPORT RECOMMENDATION

2001 – 2002

**Date:** June 5, 2002

**Academic Program:** Fire Protection Program

**Summary:** As a follow-up to last year's low productivity report, the Business and Social Sciences Division would like to recommend the discontinuance of the Fire Protection Technology Program (FPTC). In order to provide support for those individuals seeking professional development in this area, the Division proposes the following: 1) continue to offer several of the FPTC courses with high enrollment and develop a FPTC option to the Business Management Degree, 2) identify specialty courses and offer these courses through continuing education, in a compressed fast-track environment, and 3) aggressively market these new alternatives to the FPTC community.

### **Recommended Action Based Upon MHEC Criteria:**

As of Fall 2002, students should not be permitted to register as FPTC majors. The program should receive **Permanent Discontinuance Status**.

# THE COMMUNITY COLLEGE OF BALTIMORE COUNTY

## MHEC LOW PRODUCTIVITY REPORT RECOMMENDATION

2001 – 2002

**Date:** June 5, 2002

**Academic Program:** Radiation Therapy Program

**Summary:** The primary reason for the low enrolled “flag” for the Radiation Therapy Program was the program’s inactive status for approximately two years. The program was reactivated in the Spring 2002 semester with an enrollment of fourteen (14) students; a new full-time faculty instructor was hired to coordinate the program. In July of 2002 it is anticipated that as many as twenty (20) new students will enroll in the program. This program is a growth program and only limited by the JRCERT mandate to have a full-time clinical coordinator with the number of students ready to move into the program.

### **Recommended Action Based Upon MHEC Criteria:**

The Radiation Therapy Program is a statewide program and should receive an **access exemption** based on MHEC criteria.

THE COMMUNITY COLLEGE OF BALTIMORE COUNTY  
MHEC LOW PRODUCTIVITY REPORT RECOMMENDATION  
2001 – 2002

**Date:** June 5, 2002

**Academic Program:** Construction Technology

**Summary:** The construction industry is the largest industry in the United States and the employment opportunities are vast. Like many semi-skilled areas, there are numerous entry points. CCBC's program is broadly recognized and its student are highly sought. However , the economy generally dictates the pipeline of students. Because there are critical shortage of employees in the field, many who are employed are required to work additional hours thereby reducing the likelihood of pursuing education.

**Recommended Action Based Upon MHEC Criteria:**

It is recommended that the program receive a **Cost Factor Exemption** based on the fact that the only full time faculty member also teaches in other disciplines thereby significantly reducing the cost of operating the program.



# **Frederick Community College**

**2002 Response**

**regarding**

**Low-Productivity Degree Programs**



# FREDERICK COMMUNITY COLLEGE

## Institutional Response

### **M.H.E.C. Low Productivity Degree Program Report**

The College has received the Commission's low productivity citation for the following programs. No exemption status is being requested for either program at this time.

#### **Park Operation and Management Program – A.A.S. Degree**

The Park Operation and Management Program is currently in its last semester at the College. A previous CAP (Comprehensive Assessment of Programs) review conducted by the College has recommended that it be discontinued as of Fall 2002. Final stage activities have included the offering of selected courses required to allow remaining students in the Program an opportunity to graduate. The Program will be deleted from the College's 2002-2003 catalog. No exemption status for the Program is requested at this time.

#### **Office Technology Program – A.A.S. Degree**

The Office Technology Program has been reorganized as an Office Systems Management option of the Information Processing degree. This year it has undergone an internal comprehensive assessment process and has been alerted to continuing declines in its enrollment of majors. At the same time, however, the Program has been found to have increased student enrollment in its major courses by 16% from 1998-2000. This contradiction is the direct result of the Program's changing student preferences. No longer interested in pursuing a certificate or degree, the vast majority of the Program's students arrive at the College seeking to upgrade their skills for requirements of jobs they already hold. Consequently, they achieve their educational goals well before the number of credits needed to qualify for graduation and the receipt of an award.

The College is not requesting an exemption status for the Program at this time. It will, however, continue to monitor the goal achievement of the Program's students.





# **Hagerstown Community College**

**2002 Response**

**regarding**

**Low-Productivity Degree Programs**





11400 Robinwood Drive • Hagerstown, Maryland 21742-6590 • 301-790-2800 • [www.hcc.cc.md.us](http://www.hcc.cc.md.us)

*Office of the Dean of Instruction*

August 20, 2002

Dr. Michael J. Kiphart  
Senior Education Policy Analyst  
Maryland Higher Education Commission  
839 Bestgate Road, Suite 400  
Annapolis, Maryland 21401-3013

Dear Dr. Kiphart:

Hagerstown Community College will terminate its Office Technology Programs in May 2003. This includes both the certificate program and the associate of applied science degree (AAS degree).

We have admitted no new students to office technology this fall 2002 semester. We wish to keep the program open only to allow a few students to complete their program. Most of these office technology students will complete by December 2002.

Thank you for processing this programmatic information.

Sincerely,

Julian J. Sidlowski, Ph.D.  
Dean of Instruction

JJS:slk



# **Howard Community College**

**2002 Response**

**regarding**

**Low-Productivity Degree Programs**





DATE: June 18, 2002

TO: Secretary Karen Johnson  
The Maryland Higher Education Commission

FROM: The Board of Trustees, Howard Community College

### **Report to the Maryland Higher Education Commission on Low Productivity Programs**

The Board of Trustees of Howard Community College requests that the Computer Science program, the Computer-Aided Design Technology Program, and the Biomedical Engineering Technology program be exempted from deletion because of the centrality of these programs to our mission as a comprehensive community college to respond to the needs of a diverse and dynamic community-- including the need for programs for special populations.

Computer Science, Computer-Aided Design, and Biomedical Engineering Technology are all programs with very specialized populations. The Computer Science transfer program, which requires Calculus I & II, Discrete Structures, and Linear Algebra, targets a very discrete subset of our students with the strongest background and preparation in mathematics. Career programs like Computer-Aided Design Technology and Biomedical Engineering Technology have a mixture of A.A.S. degree-seeking students, certificate students, and students who come to take a single course or several courses. These career courses, because of their unique mixture of students with different career goals, are the ones that are most likely to periodically show up on the Low Productivity list. Spread over our career courses is almost a quarter of the college's total enrollment. If we routinely deleted programs as they received the Low Productivity designation, almost 50% of our career programs would be deleted by the fall of 2002, and those students would become a large underserved segment of Howard County.

While four-year institutions have the option of a selective focus for their program offerings or restricted admission policies, which may or may not benefit or match the needs of their surrounding communities, the open-access mission of a comprehensive community college compels us to provide for as many of the areas of interest and need of our students and our community as we can reasonably manage. Our career program offerings are an important component of our mission. While these programs are sensitive to economic forces and need to be carefully monitored, we should be cautious about deleting career programs that are being provided at a reasonable cost, have demonstrated a consistent following, and meet an important community need.

#### **Computer Science**

In our response to the 2001 Low Productivity Report, we noted that the Computer Science Program had consistently strong enrollment. that continues to grow. The low number of students staying to complete the A.A. degree relative to the total number of majors is not reflective of



waning interest in computer science (the number of declared majors continues to grow—from 294 in 1999 to 362 in 2001) but rather a reflection of the fact that the program requirements vary significantly at virtually every four-year transfer institution in the state—including the University of Maryland System institutions. Howard Community College typically attempts to articulate its programs with Towson, UMBC, and College Park—our major transfer institutions. The program requirements within the first two years of even these three institutions vary enough that it is not possible to develop a program that articulates to all three without requiring students to take courses that will not transfer to two of the three institutions. Therefore, Computer Science majors tend to take only the Computer Science courses that will transfer to their college of choice and then transfer rather than completing the remainder of the requirements.

#### **Required Lower Level COMPUTER SCIENCE Major Courses at Towson**

COSC 236	Introduction to Computer Science I
COSC 237	Introduction to Computer Science II
COSC 280	Assembly Language and Computer Architecture
MATH 263	Discrete Mathematics
MATH 273	Calculus I
MATH 274	Calculus II

#### **Required Lower Level COMPUTER SCIENCE Major Courses at UMBC**

CMSC 201	Computer Science I
CMSC 202	Computer Science II
CMSC 203	Discrete Structures
CMSC 211	Assembly Language Programming
MATH 151	Calculus and Analytic Geometry I
	AND
MATH 152	Calculus and Analytic Geometry II
	OR
MATH 140	Differential Calculus
	AND
MATH 141	Integral Calculus
	AND
MATH 142	Calculus Applications and Infinite Series
MATH 221	Linear Algebra

#### **Required Lower Level COMPUTER SCIENCE Major Courses at College Park**

CMSC 106	Introduction to C Programming
CMSC 114	Computer Science I
CMSC 214	Computer Science II
CMSC 250	Discrete Structures
CMSC 251	Algorithms
MATH-140	Calculus I
MATH-141	Calculus II

MATH 240 Introduction to Linear Algebra  
MATH 241 Calculus III

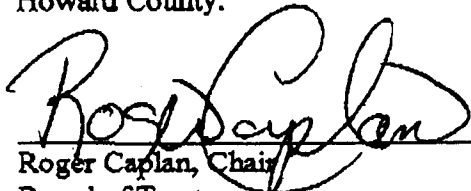
Notwithstanding these issues, interest in the Computer Science program remains strong, and over the period between 1999 – 2001, fourteen students received an A.A. degree—just one shy of the fifteen that would have kept the Computer Science program off of the Low Productivity list. In May of 2002, seven students received A.A. degrees in Computer Science. This is not a program in decline; it is a program that is flourishing despite the complications of inconsistent transfer requirements.

### **Computer-Aided Design Technology**

Interest in the Computer-Aided Design Technology program has been consistent over the past decade and enrollments continue to grow. Four students graduated with A.A.S. degrees in Computer-Aided Design Technology in May of 2002 and an additional student graduated with a Certificate of Proficiency. The program also attracts non-degree seeking students interested in acquiring or updating CAD skills for their jobs. The program presents little in the way of additional costs. The courses are taught in a lab shared with other information technology programs and taught by a faculty person who also teaches other IT courses. There are no special program expenses except for the CAD software—for which the costs are minimal with the education discounts. The courses are popular and filled not only with program majors but also with students from other areas, like technical theatre and design, where mastery of CAD software provides clear benefits. Computer-Aided Design has also been a very popular summer program for secondary school students and is articulated with the Howard County Public School System's Technology Magnet Program.

### **Biomedical Engineering Technology**

Like the Photonics program, which will have low enrollments until the industry recovers from the economic downturn, we consider the Biomedical Engineering Technology Program to be of strategic importance to Howard County. Currently the number of students graduating in this area is small, but interest in the program has been consistent. Three students graduated with degrees in Biomedical Engineering Technology in May of 2002. In addition, the program provides a service to workers from the industry who take individual courses to update their skills. Most importantly, it is not clear at this point what impact new Health Insurance Portability and Accountability Act regulations will have on the Biomedical Engineering Technology field and whether a new type of technician may evolve out of the HIPAA implementation process. We should be cautious about deleting programs that have the potential of being invigorated by technological advances, important regulatory changes, or new businesses situating themselves in Howard County.

  
Roger Caplan, Chair  
Board of Trustees  
Howard Community College



# **Montgomery College**

**2002 Response**

**regarding**

**Low-Productivity Degree Programs**



Montgomery  
College

June 27, 2002

Ms. Karen R. Johnson  
Secretary of Higher Education  
Maryland Higher Education Commission  
839 Bestgate Road, Suite 400  
Annapolis, MD 21401

Dear Ms. Johnson:

Enclosed please find Review Response forms for the three Montgomery College programs listed below, which were identified as having low productivity in the Maryland Higher Education Commission "Low Productivity Degree Program Report 2001."

HEGIS: 530802  
HEGIS: 550701  
HEGIS: 531001

Geography  
Fire Science  
Electronic Technology

Based upon the findings of its review, the College recommends continuation of the Geography and Fire Science programs. A number of factors support this recommendation. First, both programs are central to the Montgomery College mission of leading the economic and workforce development of the community. Second, the low number of students who graduate with degrees in these fields does not accurately reflect course enrollment, for many individuals enrolled in other degree programs attend these courses. In fact, numerous students complete Geography courses to fulfill General Education requirements for the Associate of Arts degree, and during the past two semesters, the number of students enrolled in Geography courses has increased.

Also contributing to the recommendation for continuing the Fire Science program is the fact that Montgomery County requires its professional firefighters to pursue a college degree. Montgomery College is the only institution in the area that offers a Fire Science degree program.

Electronic Technology, the third program identified in the commission report as having low productivity, will be deleted from College offerings pending formal approval by the Board of Trustees on July 15.

Ms. Karen R. Johnson  
Page two

If you have any questions or concerns, please feel free to contact Dr. Margery Coulson-Clark, Director of Academic Affairs at 301-251-7267. We appreciate the Commission's interest in the academic programs at Montgomery College.

Sincerely,

*Charlene R. Nunley*  
W.E.C.

Charlene R. Nunley, Ph.D.  
President

CRN:ls

Enclosures

cc: ✓ Dr. Michael J. Kiphart  
Dr. Robert Lynch  
Dr. Hercules Pinkney  
Dr. Mary Kay Shartle-Galotto

**MONTGOMERY COLLEGE**  
**LOW PRODUCTIVITY PROGRAM REVIEW RESPONSE**

**PROGRAM:** Electronic Technology

**CAMPUS:** Germantown

**RECOMMENDATION:**

Delete Program                        X  

Continue Program                          

*Submit Justification and Documentation in Support of Continuation,  
According to MHEC Criteria:*

Enrollments in the Electronic Technology degree program were suspended in the 2002-2003 catalog while the program was reviewed for deletion. The program will be deleted from the 2003-2004 catalog. Several of the Electronic Technology program courses will also be deleted while others will be revised for two programs that are currently under development: Wireless Technologies (funded by an MAITTI-MACC grant) and Manufacturing Technology.



## MONTGOMERY COLLEGE

### LOW PRODUCTIVITY PROGRAM REVIEW RESPONSE

**PROGRAM:** Geography

**CAMPUS:** Rockville

**RECOMMENDATION:**

Delete Program \_\_\_\_\_

Continue Program     X    

*Submit Justification and Documentation in Support of Continuation,  
According to MHEC Criteria:*

1. Geography is central to the Montgomery College mission of leading the economic and workforce development of the community. With its focus on Geographic Information Systems (GIS), which have now become standard in government, the Geography program provides education that is essential for employment in local federal, municipal, and Montgomery County government agencies.
2. There are a significant number of individuals with four-year degrees in other fields who attend courses in the Geography Program at Montgomery College in order to receive training essential for employment in this critical field. These individuals generally do not pursue an Associate of Arts degree in Geography.
3. Courses in Geography fulfill General Education requirements, and therefore they provide broader options for students completing those requirements than would otherwise be the case.
4. Because the program is known and respected throughout the region, many students are recruited for employment before they complete their degrees. While some continue to pursue the degree after they obtain employment, they often extend the time frame for its completion.
5. The number of students registered in Geography classes has increased in recent semesters.

**Montgomery College**  
**Low Productivity Program Review Response**

Program: Fire Science

Campus: Rockville

Recommendation:

- ☐ Delete Program
- ☒ Continue Program

1. Fire Science is central to the mission of Montgomery College that states that we are the community's college and that we lead in meeting economic and workforce development needs. It is the only Fire Science Degree program in the region and meets a critical community need in light of the current national and local priorities.
2. Professional Firefighters in Montgomery County are required to pursue a college degree. Montgomery College is the only institution offering Fire Science to enable that locally. However, there is no time limit on attaining the degree, only a requirement to show "progress." Firefighters also work nontraditional hours that can make it difficult to take a course. Attainment of an Associate Degree is therefore a long-term process.
3. The direct support of curriculum development was provided by Montgomery County Fire Department with the intention of meeting the County's need for college trained Firefighters.
4. The county Fire Department considers the program essential to the professional development of their employees and partners with the College in recruiting new employees.
5. Emergency Medical Services Technician training and certification has been added to the curriculum this past academic year and replaces programs formerly operated by the Montgomery County Fire Department. It makes the College the sole provider of this training in the County.



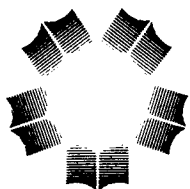
# **Prince George's Community College**

**2002 Response**

**regarding**

**Low-Productivity Degree Programs**





PRINCE GEORGE'S  
COMMUNITY COLLEGE

DR. VERA ZDRAVKOVICH  
VICE PRESIDENT FOR INSTRUCTION

301 LARGO ROAD  
LARGO, MD 20774-2199  
301-322-0406  
FAX: 301-808-0960  
E-MAIL: zdravkvx@pg.cc.md.us

June 27, 2002

Dr. Michael J. Kiphart  
839 Bestgate Road Suite 400  
Annapolis, MD 21401

Dear Dr. Kiphart:

This letter will notify you of our intent to drop the following degrees and certificates from our Engineering Technology Program and Office Administration Program effective June 30, 2007, because of diminished award production and sustained low enrollments:

- Drafting Technology AAS Degree
- Architectural Drafting Option Certificate
- Engineering Drafting Option Certificate
- Administrative Assistant Certificate
- Medical Record Transcriptions Certificate
- Word Processing Specialist Letter of Recognition

As of this Fall, we will no longer accept students into these programs. We are in the process of obtaining a list of all current students to notify them of our intentions and to prepare an individually tailored program of study that will allow them to complete their coursework by the effective date of discontinuance.

Thank you for your consideration in this matter.

Sincerely,



Vera Zdravkovich

c: Vera Bagley



# **University System of Maryland**

**University of Maryland, Baltimore  
University of Maryland Baltimore County  
University of Maryland, College Park  
University of Maryland Eastern Shore**

**2002 Response**

**regarding**

**Low-Productivity Degree Programs**





**TO:** Secretary Karen Johnson  
**FROM:** Joseph Vivona, Interim Chancellor  
**DATE:** July 23, 2002  
**RE:** Low Productivity Programs

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I am pleased to report that on Wednesday, July 10, 2002, the University System of Maryland Board of Regents approved the recommendations of its Committee on Education Policy concerning academic programs identified by MHEC as "low productivity."

This year, University of Maryland, Baltimore, University of Maryland, Baltimore County, University of Maryland, College Park, and University of Maryland Eastern Shore had programs identified as "low productivity." Enclosed are tables that provide summaries of the recommendations by exemption category and by institution. Supporting documentation from the institutions is enclosed as well. The programs include those that were:

- ☐ identified in error, i.e. those programs that were granted an exemption on the basis of mission centrality and therefore do not need to report for another five years;
- ☐ granted exemptions based on one of the agreed-upon exemption categories; or
- ☐ identified and later given the status of "no action required" because programs recently became active and have not had the chance to graduate any students.

The University System of Maryland appreciates the Commission's continued tracking of those identified programs that have been exempted from further review for low productivity. Should you have any questions or concerns, please contact my office.

JFV:mwb

Enclosures

cc (without enclosures): Interim Vice Chancellor Donald Boesch  
Assistant Secretary John Sabatini  
Chairperson Nathan Chapman, BOR  
USM Presidents  
USM Academic Affairs Advisory Council

SUMMARY OF LOW-PRODUCTIVITY PROGRAM RECOMMENDATIONS (BY EXEMPTION CATEGORY)  
UNIVERSITY SYSTEM OF MARYLAND  
June 12, 2002

**Seeking Exemption from Further Review for Reason of Mission Centrality:**

UMBC: Biochemistry - D

**Seeking Exemption from Further Review for Reason of Quality of Graduates:**

No exemptions requested on this basis.

**Seeking Exemption from Further Review for Reason of Access:**

UMES: Marine Estuarine & Environmental Science (w/UMB, UMBC, UMCP)

**Seeking Exemption from Further Review for Reason of Appropriate Duplication:**

No exemptions requested on this basis.

**Seeking Exemption from Further Review for Reason of Economic Development:**

No exemptions requested on this basis.

**Seeking Exemption from Further Review for Cost Factors:**

UMCP: Romance Languages – B

UMCP: Library Science/History – M

**SUMMARY OF LOW PRODUCTIVITY PROGRAM RECOMMENDATIONS (BY INSTITUTION)**  
**UNIVERSITY SYSTEM OF MARYLAND**  
 June 12, 2002

Identified Low-Productivity Program: Title and Degree Level	Identified in Error	Recommend Discontinue	Seeking Exemption: Category (please check)					General Exemption Liberal Arts (< 5)
			Mission Centrality	Quality of Graduates	Access	Appropriate Duplication	Economic Development	
UMB								
1. Oral Pathology – D <sup>1</sup>	✓							
UMBC								
1. Biochemistry – D			✓					
UMCP								
1. Romance Languages – B							✓	
2. Dance – M <sup>2</sup>		No Action Required						
3. Library Science/History – M							✓	
UMES								
1. English Education – B <sup>3</sup>								
2. Social Science Education – B <sup>3</sup>								
3. Biological Education – B <sup>3</sup>								
4. History Education – B <sup>3</sup>								
5. Mathematics Education – B <sup>3</sup>								
6. Agriculture Education – B <sup>3</sup>								
7. Marine-Est. & Env. Science – D				✓				

<sup>1</sup> UMB's doctoral program in Oral Pathology was identified in error. The program was granted an exemption at the May 23, 2000, meeting of the Board of Regents on the basis of mission centrality, and no report is needed for another five years.

<sup>2</sup> UMCP's masters program in Dance became active and admitted its first class in 1999. It is expected that its first graduates will be awarded degrees beginning in spring 2002. Therefore, no action is required.

<sup>3</sup> UMES has requested changes to the HEGIS codes for Teacher Education Programs and is currently awaiting MHEC's response.

ACADEMIC AFFAIRS



## UNIVERSITY OF MARYLAND

## MEMORANDUM

**To:** Michael Bowden  
Assistant Vice Chancellor  
University System of Maryland

**From:** Del Sweeney, Ph.D.  
Assistant for Faculty Affairs

**Date:** March 14, 2002

**Re:** **Low Productivity Program Report**

**Via Fax:** 301-445-1931

The memo from MHEC dated March 6, 2002 lists the doctoral degree in Oral Pathology as a low productivity program requiring a report this year. This program was granted an exemption at the May 23, 2000 meeting of the Board of Regents on the basis of mission centrality. Our understanding was that we would not need to report on it again for five years. Enclosed are the documentation we submitted on this program and also the page from the Board of Regents agenda indicating that UMB requested an exemption.

Please let me know if you require further information.

Enclosures

cc: Dr. Malinda B. Orlin

ACADEMIC AFFAIRS



## UNIVERSITY OF MARYLAND

## MEMORANDUM

To: Michael Bowden  
Assistant Vice Chancellor  
University System of Maryland

From: Del Sweeney, Ph.D. *Del Sweeney*  
Assistant for Faculty Affairs

Date: March 14, 2002

Re: Low Productivity Program Report

Via Fax: 301-445-1931

The memo from MHEC dated March 6, 2002 lists the master's degree in Oral Pathology as a low productivity program requiring a report this year. This program was granted an exemption at the May 23, 2000 meeting of the Board of Regents on the basis of mission centrality. Our understanding was that we would not need to report on it again for five years. Enclosed are the documentation we submitted on this program and also the page from the Board of Regents agenda indicating that UMB requested an exemption.

Please let me know if you require further information.

Enclosures:

cc: Dr. Malinda B. Orlin

**SUMMARY OF LOW PRODUCTIVITY PROGRAM RECOMMENDATIONS (BY EXEMPTION CATEGORY)**  
**UNIVERSITY SYSTEM OF MARYLAND**  
**MAY 23, 2000**

**Listed in Error**

**Program Was Discontinued Previously:**

- BSJ: International Studies, B
- UMB: Physical Therapy, B (discontinued 1997)
- UMB: Biophysics, M (discontinued 1997)
- UMB: Biophysics, PhD (discontinued 1997)
- UMCP: Crop Science, B (discontinued November 1999)
- UMCP: Turf and Urban Agronomy, B (discontinued November 1999)
- UMCP: Soil Science, B (discontinued February 1997)
- UMCP: Zoology, B (already discontinued when specialized majors merged in Biological Sciences)
- UMCP: Production Management, B (discontinued July 1997)
- UMES: Physical Therapy, B (discontinued September 1995)

**Enrollments/Degrees Reported Under Incorrect HEGIS Code:**

- UMES: Bachelor's programs in Social Science Education, Biological Education, Chemistry Education, Business Education, Mathematics Education, and Agriculture Education

**Program Approved But Not Implemented; Not Yet Admitting Students:**

- SSU: Applied Health Physiology – Graduate (new program will not admit students until Fall 2000)
- UMBC: Civil Engineering – M
- UMBC: Aerospace Engineering – PhD
- UMBC: Civil Engineering – PhD
- UMCP: Dance – M (first students admitted in Fall 1998; too early to review)

**Recommended Discontinuance:**

- CSC: Correctional Education – M

**Seeking Exemption from Further Review for Reason of Mission Centrality:**

- BSU: Science Education – B
- UMB: Oral Pathology – M
- UMB: Dental Hygiene – M
- UMBC: Applied Physics – M
- UMES: Mathematics – B

**Seeking Exemption from Further Review for Reason of Quality of Graduates:**  
No exemptions requested on this basis.

**Seeking Exemption from Further Review for Reason of Access:**

- UMCP: Jewish Studies – B
- UMCP: Secondary Ed – Speech & English Education – B
- UMCP: Secondary Ed – Theatre & English Education – B
- UMCP: Astronomy – B
- UMES: Aviation Science – B
- UMES: Music Education – B
- UMES: Technology Education – B
- UMES: Toxicology (w/UMB, UMBC & UMCP) – PhD

LOW PRODUCTIVITY PROGRAM RECOMMENDATIONInstitution: University of Maryland, BaltimoreDegree Level: M.S.HEGIS Code and Program Title: 120511 Oral Pathology - Dental Program

## Check one:

- ☐ We are not seeking an exemption for this program. We plan to discontinue the program, effective

\_\_\_\_\_  
(Date of Discontinuance)

We are seeking an exemption for this program on the following grounds:

- ☒ Centrality to Mission  
☐ Quality of Graduates  
☐ Access  
☐ Appropriate Duplication  
☐ Contribution to Economic Development  
☐ Cost Factors  
☐ General Exemption Baccalaureate Level Liberal Arts Program

The following documentation is provided in support of this exemption. (Please refer to second page of March 1, 2000 memorandum from MHEC on low productivity programs for information about documentation. In some cases, data are required, while in other, a narrative argument is appropriate. Attach additional pages as necessary.)

The master's program in Oral and Experimental Pathology provides advanced clinical training to students who already possess the D.D.S. The program is central to the mission of the Dental School because it prepares dental scientists. The program emphasizes experimental techniques and is necessarily highly selective.



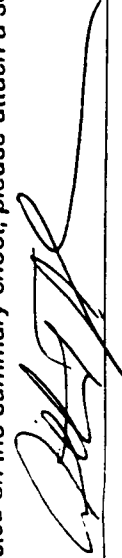
# SUMMARY OF LOW PRODUCTIVITY PROGRAM RECOMMENDATIONS

Name of Institution: University of Maryland, Baltimore County

Identified Low Demand Program: Title and Degree Level	Recommend Discontinuance	Seeking Exemption: Category (please check)				
		Mission Centrality	Quality of Graduates	Appropriate Duplication	Economic Development	Cost Factors
1) Biochemistry (w/UMB); Ph.D.		X				
2)						
3)						
4)						
5)						
6)						
7)						
8)						
9)						
10)						
11)						
12)						
13)						
14)						
15)						

Duplicate form if necessary to provide sufficient room to report on all programs listed. For each program listed on the summary sheet, please attach a separate form with necessary documentation to support request for exemption.

Signature of President or Designee: \_\_\_\_\_



# LOW PRODUCTIVITY PROGRAM RECOMMENDATION

Institution: University of Maryland, Baltimore County

Degree Level: Doctoral

HEGIS Code and Program Title: 0414 - Biochemistry (w/UMB)

## Check One:

- ☐ We are not seeking an exemption for this program. We plan to discontinue the program, effective \_\_\_\_\_  
(Date of Discontinuance)

We are seeking an exemption for this program on the following grounds:

- ☒ Centrality to Mission
- ☐ Quality of Graduates
  - ☐ Access
  - ☐ Appropriate Duplication
  - ☐ Contribution to Economic Development
  - ☐ Cost Factors
  - ☐ General Exemption Baccalaureate Level Liberal Arts Program

The following documentation is provided in support of this exemption. (Please refer to second page of March 1, 2000 memorandum from MHEC on low productivity programs for information about documentation. In some cases, data are required, while in others a narrative argument is appropriate. Attach additional pages as necessary.)

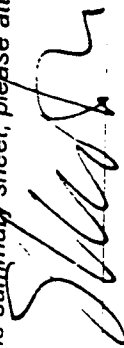
The doctoral program in Biochemistry is a program offered jointly by UMB and UMBC. This is the only doctoral program in Biochemistry offered by USM institutions in the Baltimore region. This program is vital to UMBC's mission as a research university with graduate programs focusing on science, engineering and public policy. The faculty members at both campuses are fully involved with the students' education and teach key courses in the curriculum. This is an essential program for UMBC's interests in the biological sciences and new outstanding faculty are attracted to the campus due to this program. The program currently has 42 students enrolled, with 31 being UMB students and 11 are UMBC students. The program is not a low productivity program for the combined institutions, but it occasionally appears on the low productivity list for individual institutions.

Name of Institution: **UNIVERSITY OF MARYLAND, COLLEGE PARK**

Identified Low Demand Program: Title and Degree Level	Recommend Discontinuance	Seeking Exemption: Category (please check)					General Exemption Liberal Arts (< 5)
		Mission Centrality	Quality of Graduates	Appropriate Duplication	Economic Development	Cost Factors	
1) HEGIS 1101.00 Bachelors Program in Romance Languages						<b>X</b>	
2) HEGIS 0108.00 Masters Program in Dance	<b>No Action Required</b>						
3) HEGIS 1699.01: Dual Master's Program in Library Science/History						<b>X</b>	
4)							
5)							
6)							
7)							
8)							
9)							
10)							
11)							
12)							
13)							
14)							
15)							

Duplicate form if necessary to provide sufficient room to report on all programs listed. For each program listed on the summary sheet, please attach a separate form with necessary documentation to support request for exemption.

Signature of President or Designee:



10

Institution: University of Maryland, College Park

Degree Level: Bachelor's

HEGIS Code & Title: HEGIS 1101.00 Romance Languages

**Check One:**

\_\_\_\_\_ We are not seeking an exemption for this program. We plan to discontinue the program, effective \_\_\_\_\_  
(Date of Discontinuance)

We are seeking an exemption for this program on the following grounds:

_____ Centrality to Mission	_____ Contribution to Economic Development
_____ Quality of Graduates	<u>  X  </u> Cost Factors
_____ Access	_____ General Exemption Baccalaureate Level Liberal
_____ Appropriate Duplication	_____ Arts Program

The following documentation is provided in support of this exemption.

The Romance Languages program is an option for interested students to put together a major from a combination of courses taught in the French, Spanish, and Italian Language programs. There are no resources required beyond those already in place for the individual language majors. Among them, the three language programs plus Romance Languages average over seventy baccalaureate graduates per year. In brief, Romance Languages is a zero cost addition to a very productive set of language programs.

The attached excerpt from the current Undergraduate Catalog describes the program.

# Chapter 7 Departments and Campus-Wide Programs

## ROMANCE LANGUAGES PROGRAM

**College of Arts and Humanities**  
3106 Jimenez Hall, (301) 405-4024

Advisory Committee: Falvo (Italian), Little (Spanish), Campangne (French)

The Romance Languages Program is intended for students who wish to major in more than one Romance language.

### The Major

Students selecting this major must take a total of 45 credits selected from courses in two of the three components listed below: French, Italian and Spanish. The first four courses listed under each group are required for that particular language component; exceptions or substitutions may be made only with the approval of the student's adviser in consultation with the Romance Languages Advisory Committee. To achieve the total of 45 credits, 21 credits are taken in each of the two languages, as specified, and three additional credits are taken at the 400-level in either of the languages chosen. Literature or civilization courses may not be taken in translation.

There are no requirements for support courses for the Romance Languages major.

No grade lower than C may be used toward the major. Students who wish to apply for Teacher's Certification should consult the College of Education.

### Requirements for Each Language

**French**—204, 301, 351, 352; one additional language course at the 300- or 400-level; two additional literature or civilization courses at the 400-level. **Italian**—204, 211, 301, 350; three additional literature or civilization courses at the 400-level. **Spanish**—207, 301, 321-322 or 323-324; one additional language course at the 300- or 400-level; two additional literature or civilization courses at the 400-level.



10

Institution: University of Maryland, College Park

Degree Level: Master's

HEGIS Code & Title: HEGIS 1008.00 Dance

**Check One:**

\_\_\_\_\_ We are not seeking an exemption for this program. We plan to discontinue the program, effective \_\_\_\_\_  
(Date of Discontinuance)

We are seeking an exemption for this program on the following grounds:

_____ Centrality to Mission	_____ Contribution to Economic Development
_____ Quality of Graduates	_____ Cost Factors
_____ Access	_____ General Exemption Baccalaureate Level Liberal
_____ Appropriate Duplication	_____ Arts Program

The following documentation is provided in support of this exemption.

Although approved in 1989, the Master's program in Dance was dormant for lack of resources until it admitted its first students in Fall, 1999. This is a 60 credit MFA program, and there has not yet been sufficient time for any students to complete their degrees. However, of the four students admitted in the first class in 1999, three will receive their degrees this May and the fourth this August.

No action is required or appropriate for this program at this time.

4

Institution: University of Maryland, College Park

Degree Level:        Dual Master's

HEGIS Code & Title:        HEGIS 1699.01        Library Science/History

### Check One:

\_\_\_\_\_ We are **not** seeking an exemption for this program. We plan to discontinue the program, effective \_\_\_\_\_  
(Date of Discontinuance)

**We are seeking an exemption for this program on the following grounds:**

<input type="checkbox"/> Centrality to Mission	<input type="checkbox"/> Contribution to Economic Development
<input type="checkbox"/> Quality of Graduates	<input checked="" type="checkbox"/> Cost Factors
<input type="checkbox"/> Access	<input type="checkbox"/> General Exemption Baccalaureate Level Liberal
<input type="checkbox"/> Appropriate Duplication	<input type="checkbox"/> Arts Program

The following documentation is provided in support of this exemption.

This program is an arrangement whereby students may simultaneously pursue masters degrees in History and in Library Science. No resources are used beyond those used for the individual programs. Degrees earned were mistakenly reported in this HEGIS in the past. Now they are correctly reported within the two programs only, as that is where the degrees actually are earned.

The attached excerpt from the Spring 2002 Online Graduate Catalog describes this joint program.

## History/Library & Information Systems (HILS)

[printable version](#)

### Page Contents

[Admissions & Application Deadlines](#)
[Degree Requirements](#)
[Facilities and Special Resources](#)
[Financial Assistance](#)
[Contact Information](#)
[Courses](#)

### Abstract

The Department of History and the College of Library and Information Services (CLIS) coordinate two master's degree programs to meet the need for multi-disciplinary graduate training for archivists, records managers, manuscript curators, rare book librarians, bibliographers, conservation administrators and those wishing to become subject and research specialists in academic, special and/or research libraries. Because of the proximity of the campus to a variety of immensely rich research collections, students are able to gain first-hand experiences through internships that reinforce their classroom instruction.

The sequence of courses leading to the two degrees prepares students to understand the intellectual approach of the research scholar through historic training and to meet those research needs through the information services offered in CLIS. The coordinated curricula provide four main options: 1) archives and records management; 2) curatorship of historical collections; 3) scholarly editing and publishing; and 4) reference research and bibliographic services. The 54 hours required for the degrees combine 24 hours in each component plus six elective hours. The M.A./M.L.S. is a non-thesis program, but students may choose to write a thesis when such research enhances their program.

### Admissions Information

Students must apply for admission to both the Department of History and CLIS under the rubric HILS (History-Library Science) and be admitted to both. Each has a coordinator who serves as a student adviser. Since many of these courses are offered in sequence, it is important for students to work closely with these advisers. The two degrees are awarded simultaneously, and a student who fails to complete the special requirements for the coordinated degree programs may not receive either degree. If students subsequently wish to receive only one degree, they must transfer from HILS either to the graduate program in History or to the College of Library and Information Services and fulfill the normal requirements for the separate master's degree.

### Application Deadlines

#### Fall:

Applications must be received by January 15.

#### Spring:

This program **does not** accept applications for this semester.

#### Summer:

This program **does not** accept applications for this semester.

### Application Requirements

(Send all required materials to both departments)

- 1 GRE General
- 2 3 Letters of Recommendation
- 3 Writing Sample (10-30 pages) to History only

### Degree Requirements

#### Master of Arts and Master of Library Science (M.A./M.L.S.)

The Department of History and the College of Library and Information Services (CLIS) coordinate two master's degree programs to meet the need for multi-disciplinary graduate training for archivists, records managers, manuscript curators, rare book librarians, bibliographers, conservation administrators and those wishing to become subject and research specialists in academic, special and/or research libraries. Because of the proximity of the campus to a variety of immensely rich research collections, students are able to gain first-hand experiences through internships that reinforce their classroom instruction.

The sequence of courses leading to the two degrees prepares students to understand the intellectual approach of the research scholar through historic training and to meet those research needs through the information services offered in CLIS. The coordinated curricula provide four main options: 1) archives and records management; 2) curatorship of historical collections; 3) scholarly editing and publishing; and 4) reference research and bibliographic services. The 54 hours required for the degrees combine 24 hours in each component plus six elective hours. The M.A./M.L.S. is a non-thesis program, but students may choose to write a thesis when such research enhances their program.



# SUMMARY OF LOW PRODUCTIVITY PROGRAM RECOMMENDATIONS

Name of Institution: University of Maryland Eastern Shore

Identified Low Demand Program: Title and Degree Level	Recommended Discontinuance	Seeking Exemption: Category (please check)				General Exemption Liberal Arts (<5)	
		Mission Centrality	Quality of Graduates	Access	Appropriate Duplication		Economic Development
1) English Education (Bachelor's)							
2) Social Science Education (B)							
3) Biological Education (B)							
4) Chemistry Education (B)							
5) Mathematics Education (B)							
6) Agriculture Education (B)							
PLEASE NOTE: The University of Maryland Eastern Shore has requested changes in the HEGIS codes for the above and is currently awaiting MHEC's response.							
7) Marine-Estuarine-Environmental [w/UMB, UMBC, UMCP] (D)				X			
8) _____							
9) _____							
10) _____							
11) _____							
12) _____							
13) _____							

Duplicate form if necessary to provide sufficient room to report on all programs listed. For each program listed on the summary sheet, please attach a separate form with necessary documentation to support request for exemption.

Signature of President or Designee: Jackie D. [Signature]

## LOW PRODUCTIVITY PROGRAM RECOMMENDATION

Institution: University of Maryland Eastern Shore

Degree Level: Baccalaureate

HEGIS Code and Program Title: 080304 English Education

**Check One:**

- ☐ We are not seeking an exemption for this program. We plan to discontinue the program, effective

(Date of Discontinuance)

We are seeking an exemption for this program on the following grounds:

- ☐ Centrality to Mission
- ☐ Quality of Graduates
- ☐ Access
- ☐ Appropriate Duplication
- ☐ Contribution to Economic Development
- ☐ Cost Factors
- ☐ General Exemption Baccalaureate Level Liberal Arts Program

The following documentation is provided in support of this exemption. (Please refer to second page of March 1, 2000 memorandum from MHEC on low productivity programs for information about documentation. In some cases, data are required, while in others a narrative argument is appropriate. Attach additional pages as necessary.)

The University of Maryland has requested changes to the HEGIS codes for Teacher Education Programs and is currently awaiting MHEC's response.

## LOW PRODUCTIVITY PROGRAM RECOMMENDATION

Institution: The University of Maryland Eastern Shore

Degree Level: Baccalaureate

HEGIS Code and Program Title: 080307 Social Science Education

### Check One:

- ☐ We are not seeking an exemption for this program. We plan to discontinue the program, effective \_\_\_\_\_  
(Date of Discontinuance)

We are seeking an exemption for this program on the following grounds:

- ☐ Centrality to Mission
- ☐ Quality of Graduates
- ☐ Access
- ☐ Appropriate Duplication
- ☐ Contribution to Economic Development
- ☐ Cost Factors
- ☐ General Exemption Baccalaureate Level Liberal Arts Program

The following documentation is provided in support of this exemption. (Please refer to second page of March 1, 2000 memorandum from MHEC on low productivity programs for information about documentation. In some cases, data are required, while in others a narrative argument is appropriate. Attach additional pages as necessary.)

The University of Maryland Eastern Shore has requested changes in the Hegis Codes for Teacher Education Programs and is currently awaiting MHEC's response.

## LOW PRODUCTIVITY PROGRAM RECOMMENDATION

Institution: The University of Maryland Eastern Shore

Degree Level: Baccalaureate

HEGIS Code and Program Title: 080310 Biological Education

**Check One:**

- ☐ We are not seeking an exemption for this program. We plan to discontinue the program, effective \_\_\_\_\_.
- (Date of Discontinuance)

We are seeking an exemption for this program on the following grounds:

- ☐ Centrality to Mission
- ☐ Quality of Graduates
- ☐ Access
- ☐ Appropriate Duplication
- ☐ Contribution to Economic Development
- ☐ Cost Factors
- ☐ General Exemption Baccalaureate Level Liberal Arts Program

The following documentation is provided in support of this exemption. (Please refer to second page of March 1, 2000 memorandum from MHEC on low productivity programs for information about documentation. In some cases, data are required, while in others a narrative argument is appropriate. Attach additional pages as necessary.)

The University of Maryland Eastern Shore has requested changes in the Hegis Codes for Teacher Education Programs and is currently awaiting MHEC's response.

## LOW PRODUCTIVITY PROGRAM RECOMMENDATION

Institution: The University of Maryland Eastern Shore

Degree Level: Baccalaureate

HEGIS Code and Program Title: 080311 Chemistry Education

### Check One:

- ☐ We are not seeking an exemption for this program. We plan to discontinue the program, effective \_\_\_\_\_  
(Date of Discontinuance)

We are seeking an exemption for this program on the following grounds:

- ☐ Centrality to Mission
- ☐ Quality of Graduates
- ☐ Access
- ☐ Appropriate Duplication
- ☐ Contribution to Economic Development
- ☐ Cost Factors
- ☐ General Exemption Baccalaureate Level Liberal Arts Program

The following documentation is provided in support of this exemption. *(Please refer to second page of March 1, 2000 memorandum from MHEC on low productivity programs for information about documentation. In some cases, data are required, while in others a narrative argument is appropriate. Attach additional pages as necessary.)*

The University of Maryland Eastern Shore has requested changes in the Hegis Codes for Teacher Education Programs and is currently awaiting MHEC's response.

LOW PRODUCTIVITY PROGRAM RECOMMENDATION

Institution: The University of Maryland Eastern Shore

Degree Level: Baccalaureate

HEGIS Code and Program Title: 083300 Mathematics Education

**Check One:**

- ☐ We are not seeking an exemption for this program. We plan to discontinue the program, effective

(Date of Discontinuance)

We are seeking an exemption for this program on the following grounds:

- ☐ Centrality to Mission
- ☐ Quality of Graduates
- ☐ Access
- ☐ Appropriate Duplication
- ☐ Contribution to Economic Development
- ☐ Cost Factors
- ☐ General Exemption Baccalaureate Level Liberal Arts Program

The following documentation is provided in support of this exemption. *(Please refer to second page of March 1, 2000 memorandum from MHEC on low productivity programs for information about documentation. In some cases, data are required, while in others a narrative argument is appropriate. Attach additional pages as necessary.)*

The University of Maryland Eastern Shore has requested changes in the Hegis Codes for Teacher Education Programs and is currently awaiting MHEC's response.

### LOW PRODUCTIVITY PROGRAM RECOMMENDATION

Institution: The University of Maryland Eastern Shore

Degree Level:          Baccalaureate

HEGIS Code and Program Title: 089901 Agriculture Education

**Check One:**

- ☐ We are not seeking an exemption for this program. We plan to discontinue the program, effective \_\_\_\_\_.
- (Date of Discontinuance)

**We are seeking an exemption for this program on the following grounds:**

- ☐ Centrality to Mission
- ☐ Quality of Graduates
- ☐ Access
- ☐ Appropriate Duplication
- ☐ Contribution to Economic Development
- ☐ Cost Factors
- ☐ General Exemption Baccalaureate Level Liberal Arts Program

The following documentation is provided in support of this exemption. (Please refer to second page of March 1, 2000 memorandum from MHEC on low productivity programs for information about documentation. In some cases, data are required, while in others a narrative argument is appropriate. Attach additional pages as necessary.)

The University of Maryland Eastern Shore has requested changes in the Hegis Codes for Teacher Education Programs and is currently awaiting MHEC's response.

## LOW PRODUCTIVITY PROGRAM RECOMMENDATION

Institution: University of Maryland Eastern Shore

Degree Level: Ph.D.

HEGIS Code and Program Title: 0418-00 Marine-Estuarine-Environmental Sciences

### Check One:

- ☐ We are not seeking an exemption for this program. We plan to discontinue the program, effective \_\_\_\_\_  
(Date of Discontinuance)

We are seeking an exemption for this program on the following grounds:

- ☐ Centrality to Mission  
☐ Quality of Graduates  
☒ Access  
☐ Appropriate Duplication  
☐ Contribution to Economic Development  
☐ Cost Factors  
☐ General Exemption Baccalaureate Level Liberal Arts Program

The following documentation is provided in support of this exemption. (Please refer to second page of March 1, 2000 memorandum from MHEC on low productivity programs for information about documentation. In some cases, data are required, while in others a narrative argument is appropriate. Attach additional pages as necessary.)

This doctoral program is a multi-campus, inter-disciplinary program offered jointly with UMBC, UMB and UMCP. As a collaborative program, it has satisfactory enrollment and awarding of Ph.D. degrees per year across the participating campuses. The doctoral program may periodically be displayed as a low productivity program on some of the participating campus. In this case UMES awarded a Ph.D. in the program for the Spring 2002 semester and anticipat awarding of a Ph.D. in this program for the Fall 2002 and the Spring 2003 semesters, which will bring the awarding of degrees for the doctoral program in line with MHEC criteria.





**Morgan State University**

**2002 Response**

**regarding**

**Low-Productivity Degree Programs**





Vice President for Academic Affairs

August 19, 2002

Ms. Karen R. Johnson, J.D.  
Secretary of Higher Education  
The Maryland Higher Education Commission  
839 Bestgate Road, Suite 400  
Annapolis, Maryland 21401

Dear Ms. Johnson:

Low productivity programs were reviewed by our Board of Regents at their May 14 meeting. We are asking that we be allowed to continue to offer the two master's degree programs identified as low productivity programs. These programs support our mission and expressed program emphases. In each case, efforts/strategies to improve program productivity are underway.

Master's Degree Programs

*International Studies*

The International Studies Program was one of the five programs identified as low productivity programs last year. This program produced two graduates in 2002, and with new departmental leadership, new faculty in International Studies and enhancement of the International Studies Program curriculum, we anticipate the stabilization of the productivity of this program.

During the 2001-2002 academic year, the University appointed a chair of the Department of Political Science and International Studies who has established himself as a leading scholar in the area of International Studies, especially European and African Studies. Under his leadership, we expect to experience a resurgence of interest in this program with attendant increases in enrollment and graduation rates.

In addition to the new department chair who brings to his position expertise and experience in international affairs, we have just appointed in the Department of History and Geography a new professor specializing in Chinese history and culture. Already the International Studies Program has great strength in European and African studies. This new faculty member will expand our ability to offer courses in Asian studies, thereby rounding out our capacity to offer a balanced program in International Studies.


Finally, the review of the curriculum of the program resulted in a new provision that allows students to satisfy the foreign language requirement of the program through university-approved study abroad. This should greatly facilitate the movement of students through the program.

Teaching (MAT)

The School of Education has implemented an aggressive recruitment plan to encourage more liberal arts majors to consider teaching careers. Provisional teachers in local school districts are being recruited, also, as prospective students.

Morgan is participating in Project Site Support, a five-year federally-funded collaborative program with Johns Hopkins University, University of Maryland Baltimore County and Baltimore City Public School System that provides funding to support students in the MAT Program. The increased availability of financial aid will facilitate the recruitment of students for this program.

Sincerely,

A handwritten signature in cursive script, reading "Clara I. Adams".

Clara I. Adams

Vice President for Academic Affairs

c.c: Dr. Earl S. Richardson

# **St. Mary's College of Maryland**

**2002 Response**

**regarding**

**Low-Productivity Degree Programs**





**St. Mary's College of Maryland**  
at Historic St. Marys City

Office of the Provost

March 20, 2002

To: Karen R. Johnson  
Secretary, Maryland Higher Education Commission

From: Alan E. Dillingham, Provost *ADD*

Subj: Response to Low Productivity Degree Program Report 2002

St. Mary's College of Maryland had one program identified according to the low productivity degree program criterion. As you know, the general criterion is that a baccalaureate degree program must graduate five students in the most recently reported year or a total of fifteen students in the last three years. Our foreign language program was identified as failing to meet this criterion because it produced, according to the report, thirteen graduates over the three year period 1999-2001. The College plans to continue this program. We offer two justifications for our intentions.

In monitoring the number of degrees granted by programs, MHEC counts only the recorded first major of institutional graduates. In fact, for the period covered by this report 1999-2001, 22 students graduated from St. Mary's College with a major in foreign language and in no year were the number of such majors less than five. The difference between this count and the count recorded in the low productivity degree program report is the number of students who completed foreign language as a second major. In fact, over the five year period since 1997 there have been an average of eight graduates with a foreign language major each year and in no year is the number of graduates less than five.

This second reason that we plan to continue this program is that it is central to the mission of the institution. As a liberal arts college, the study of languages, cultures, and literatures is central to the education that we provide.

Thank you for the opportunity to support this particular program. I look forward to your response.

cc: Jane Margaret O'Brien, President  
Laurie L. Stickelmaier, Vice President for Business and Finance



